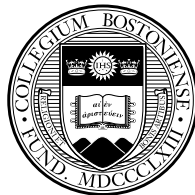


BOSTON COLLEGE

2003–2004



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**Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000**

BOSTON COLLEGE BULLETIN 2003-2004

Volume LXXIII, Number 16, April 2003

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year in April, May, August, September; semi-monthly in July.

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic mission and heritage. Committed to having a welcoming environment for all people, it recognizes the important contribution a diverse community of students, faculty and administrators makes in the advancement of its goals and ideals.

Boston College rejects and condemns all forms of harassment, and has developed specific procedures to redress incidents of harassment against any members of its community, whatever the basis or circumstance. Moreover, in accordance with all applicable state and federal laws, Boston College does not discriminate in employment, housing or education on the basis of a person's race, sex, age, national and ethnic origin, religion, disabilities, marital or parental status, veteran status or personal history. In addition, in a manner faithful to the Jesuit Catholic principles and values that sustain its mission and heritage, Boston College is in compliance with applicable state laws providing equal opportunity without regard to sexual orientation.

Boston College has designated the Director of Affirmative Action to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as all students, faculty members, and employees are welcome to raise any questions regarding violation of this policy with the Director of Affirmative Action, More Hall 314, 617-552-2947. In addition, any person who believes that an act of discrimination based on Title IX discrimination has occurred at Boston College, may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

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About Boston College

INTRODUCTION

The University

From its beginnings in 1863 as a small Jesuit college for boys in Boston's South End, Boston College has grown into a national institution of higher learning that is regularly listed among the top 40 universities in the nation in ratings compiled by publications such as *Barron's* and *U.S. News and World Report*.

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 8,916 full-time undergraduates and 4,607 graduate students, hailing from all 50 states and more than 80 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including on-line access to databases in business, economics, social sciences, and law, and a library system with over 2 million books, periodicals, and government documents, and more than 3.4 million microform units.

Boston College awards bachelor's and graduate degrees in more than 50 subjects and interdisciplinary areas within the College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Wallace E. Carroll School of Management, founded in 1938; the Connell School of Nursing, founded in 1947; and the Lynch School of Education, founded in 1952. The latter is now known as the Carolyn A. and Peter S. Lynch School of Education. Boston College also awards master's and doctoral degrees from the Graduate School of Social Work, and the Juris Doctor from Boston College Law School, which is consistently ranked among the top 25 law schools in the United States.

The Mission of Boston College

Strengthened by more than a century and a quarter of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate, and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic and societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

- by fostering the rigorous intellectual development and the religious, ethical and personal formation of its undergraduate, graduate and professional students in order to prepare them for citizenship, service, and leadership in a global society
- by producing significant national and international research that advances insight and understanding, thereby both enriching culture and addressing important societal needs
- by committing itself to advance the dialogue between religious belief and other formative elements of culture through the intellectual inquiry, teaching and learning, and the community life that form the University.

Boston College fulfills this mission with a deep concern for all members of its community, with a recognition of the important contribution a diverse student body, faculty, and staff can offer, with a firm commitment to academic freedom, and with a determination to exercise careful stewardship of its resources in pursuit of its academic goals.

Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863 and is one of 28 Jesuit colleges and universities in the United States. The founder, Father John McElroy, was thwarted for some years by Protestant opposition to his attempt to establish a church and college on property near the North Station. Property was acquired in the South End in 1859, a college charter granted by the Commonwealth of Massachusetts in 1863, and, with three teachers and twenty-two students, the school opened its doors on September 5, 1864. The first president was Father John Bapst, a native of Switzerland.

The first dean was Father Robert Fulton, who served twice as president (1870-1880, 1888-1891). When he was president he also held the office of dean, so he was the formative influence on the College in the nineteenth century. At the outset and for more than seven decades of its first century, the College remained an exclusively liberal arts institution with emphasis on the Greek and Latin classics, English and modern languages, and with more attention to philosophy than to the physical or social sciences. Religion of course had its place in the classroom as well as in the non-academic life of the college.

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first 50 years. A new location was selected in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907 by Father Thomas Gasson, who became president that year. A design competition for the development of the campus was won by the firm of Maginnis and Walsh, and ground was broken on June 19, 1909, for the construction of Gasson Hall. It is located on the site of the Lawrence farmhouse, in the center of the original tract of land purchased by Father Gasson, and is built largely of stone taken from the surrounding property.

Later purchases doubled the size of the property, with the addition of the upper campus in 1941, and the lower campus with the purchase of the Lawrence Basin and adjoining land in 1949. In 1974, Boston College acquired Newton College of the Sacred Heart, a mile-and-a-half from the main campus. With 16 buildings standing on forty acres, it is now the site of the Boston College Law School and dormitories housing over 800 students, primarily freshmen.

Though incorporated as a University since its beginning, it was not until its second half-century that Boston College began to fill out the dimensions of its University charter. The Summer Session was inaugurated in 1924; the Graduate School of Arts and Sciences in 1925; the Law School in 1929; the Evening College (now the Woods College of Advancing Studies), 1929; the Graduate School of Social Work, 1936; and the College of Business Administration, 1938. The latter, along with its Graduate School established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively. The former is now the Connell School of Nursing. The latter is now known as the Carolyn A. and

ABOUT BOSTON COLLEGE

Peter S. Lynch School of Education. Weston Observatory, founded in 1928, was accepted as a department of Boston College in 1947, offering courses in geophysics and geology.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now courses leading to the doctorate are offered by thirteen Arts and Sciences departments. The Schools of Education and Nursing, the Carroll Graduate School of Management, and the Graduate School of Social Work also offer doctoral programs.

In 1927, Boston College conferred one earned bachelor's degree and 15 master's degrees on women through the Extension Division, the precursor of the Graduate School of Arts and Sciences, the Evening College, and the Summer Session. By 1970 all undergraduate programs had become coeducational. Today women students comprise more than half of the University's enrollment.

Up to 1970 the president of Boston College was also rector of the Jesuit community, appointed by the Father General of the Society of Jesus. By canon law a rector served only a six-year term, though rare exceptions extended that limit, as in the cases of Father Fulton and Father Michael Walsh (1958-1968). Father J. Donald Monan, the twenty-fourth president, elected in 1972, was the first not to be rector of the Jesuit community, hence free from the six-year limitation in office. He served for twenty-four years, which proved to be a golden era in the University's history. In July 1996, Father William P. Leahy succeeded Father Monan as president. Father Leahy is the latest chief officer of an institution that in academic prestige, in applications to undergraduate and graduate programs, in financial stability and strength, and in efficient management has reached an elite position in American higher education.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies, the Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the National Council for Accreditation of Teacher Education, the New England Association of Schools and Colleges, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative, and student service facilities are on the middle campus; and the lower campus includes Robsham Theatre, Conte Forum, modular and apartment residences as well as dining, recreational, and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre tract that also contains undergraduate classrooms, dormitories, athletic areas, and student service facilities.

ACADEMIC RESOURCES

Academic Development Center

The Academic Development Center (ADC) is designed to support and enhance academic excellence by helping undergraduates, graduate students, and faculty improve learning quality and teaching effectiveness. The ADC, which opened its doors in September 1991, is located on the second floor of O'Neill Library, in the Eileen M. and John M. Connors Learning Center.

The Academic Development Center is a comprehensive, inclusive resource serving all BC students at no charge. The Center provides tutoring for more than 60 courses in mathematics, sciences, management, social work, nursing, social sciences, history, philosophy, and classical and foreign languages. In addition, graduate tutors in English are available to help students strengthen their academic writing skills and to assist those with English as a Second Language. These services are available throughout the regular academic year and during summer school. All ADC tutors have been recommended by their relevant academic departments; most are graduate students or outstanding upper-division students.

The ADC offers programs designed to challenge the most academically talented, highest achieving students, as well as programs designed to support those who are least prepared and most academically challenged. One member of ADC's full-time professional staff provides academic support services for students with learning disabilities, helping to ensure their success at Boston College. Working closely with the Graduate School of Arts and Sciences, the ADC sponsors seminars, workshops, and discussions for graduate teaching assistants (TAs) and teaching fellows (TFs) on strategies for improving teaching effectiveness and student learning. Each fall, the ADC and Graduate School of Arts and Sciences hold a workshop to help TAs and TFs prepare for teaching. The ADC provides similar instructional support services to BC's faculty. Through these and other related activities, the Academic Development Center plays an important role in enhancing the quality of academic life at Boston College. Call 617-552-8055 for further information.

Art and Performance

The cultural offerings on campus are a rich mix, ranging from classical to contemporary, presented by artists working alone and in company, in venues as casual as the McElroy coffee shop, as formal as Robsham Theater, and as elegant as the McMullen Museum of Art.

There are eight campus structures that support and promote most student art and performance in all their forms and variations.

- The **E. Paul Robsham Theater Arts Center** annually hosts dance and theater productions on its main stage and many other performances in its studio workshops.
- **Humanities Series** has been bringing poets, novelists, and critics to speak at Boston College since 1957.
- **McMullen Museum of Art** features the permanent BC collection as well as special exhibits of works from around the world.
- The **Department of Fine Arts** offers majors in studio art, art history, and film studies.
- The **Music Department** and the student-run Musical Guild sponsor free student and faculty concerts throughout the year.
- **Boston College Bands Program** sponsors concerts, festivals, and other events by its lineup of five bands: the "Screaming Eagles" Marching Band, the Pep Band, BC bOp!, the

Swingin' Eagles Stage Band, and the Community Concert Band.

- The **Boston College Chorale** and the **Boston College Symphony**
- The **Undergraduate Government of Boston College**, a student group primarily elected to represent student views to the University, also sponsors concerts by contemporary artists in rock, rap, R&B, and folk.

Language Laboratory

The Boston College Language Laboratory, serving all the language departments, students of English as a foreign language, and the Boston College community at large, is located in Lyons 313. In addition to its 32 listening/recording stations and teacher console, the facility includes the following: 15 networked Macintosh workstations, two laser printers, a web server, a materials development workstation, two TV/video/DVD viewing rooms, two individual carrels for TV/video/DVD viewing, and one CD listening station. The Lab's media collection, computer/multimedia software, other audio-visual learning aids, and print materials including mono- and bilingual dictionaries, as well as laboratory manuals for elementary through advanced language courses, directly support and/or supplement the curriculum requirements in international language, literature, and music.

Students (undergraduate and graduate), faculty, and BC community members who wish to use the Language Laboratory facility and its collection will find the Laboratory staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. Digitized audio programs from the Lab's collection are also available on the Boston College network 24 hours a day, 7 days a week to students officially enrolled in courses in which these programs have been adopted as curricular material. For more information about the Language Laboratory, please visit its website at <http://www.bc.edu/langlab>.

The Libraries

The Boston College Libraries offer a wealth of resources and services, which are described below, to support the teaching and research activities of the University. The book collection has reached 1,970,143 volumes and 21,416 serial titles are currently received.

Quest, the Libraries' web-based integrated system, provides convenient access to the Libraries' collections, digital resources, and services from www.bc.edu/quest. It offers a variety of methods for finding books, periodicals, media resources, microforms, newspapers, and electronic materials.

Quest can easily be searched from any web browser regardless of platform or location, 24 hours a day, seven days a week. Users can interact with the system and receive immediate feedback on the status of requests; they can place a hold, recall or request rush processing for a new book right from their desktop. Users can also initiate and track requests for document delivery and interlibrary loan transactions, and may renew materials that are currently charged to them. The web interface and expanded cataloging capabilities allow unprecedented access to thousands of web accessible scholarly resources, to full text journals and to digital collections of photographs and other material.

Digital Resources: The Boston College Libraries offer access to hundreds of electronic indexes and databases. A growing number of these databases include full text access to thousands of books and journals directly from the researcher's desktop. A complete listing of all online databases available through the Libraries can be found by selecting Online Databases on the Libraries' home page,

www.bc.edu/libraries.html. The list includes groupings by subject and an alphabetical listing by title. Databases range in coverage from very general to very specific and cover a wide range of research areas in the humanities, social sciences, sciences, health sciences, business law, and public affairs.

Most databases available through the Boston College Libraries are restricted to the Boston College community. In order to access these databases from off campus, you will need to authenticate yourself with your BC login and PIN.

Librarians offer classes in how to search databases effectively, by arrangement with professors, and also provide individual coaching at various library services points or by appointment. Researchers who cannot locate resources needed may contact a librarian to develop a search strategy to locate relevant information. See the list of Subject Bibliographers to know which librarian to contact: http://www.bc.edu/bc_org/avp/ulib/ref/subspec.html.

The Boston Library Consortium and the Boston Theological Institute: Membership on two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resource of the Boston College Libraries, providing faculty and students who have special research needs access to the millions of volumes and other services of the member institutions.

Association of Research Libraries: The Libraries have attained membership in the Association of Research Libraries, a distinction limited to 113 research institutions sharing common goals, interests, and needs. The mission of ARL is to shape and influence forces affecting the future of research libraries in the process of scholarly communication. Membership is by invitation upon the recommendation of the ARL Board of Directors and approval of the membership.

The **Thomas P. O'Neill Library**, opened in 1984 and named for former speaker of the U.S. House of Representatives, Thomas P. O'Neill, Jr. '36, is the central research library of the University and is located on the main campus. Collections include approximately 1.5 million volumes on a broad range of subjects reflecting the University's extensive curriculum. Access to Quest, the Libraries' online catalog, multiple databases and other local and remote resources is provided via more than 60 workstations in the O'Neill Library. Individual study spaces are available throughout with both networked connections in some areas and wireless connections throughout the Library.

The **Resource Center (Newton Campus)**, located in the lower level of the Trinity Chapel and open when classes are in session, provides study space for the residents of the Newton Campus as well as PC and Macintosh workstations.

The **Social Work Library (McGuinn Hall)** contains a collection of over 35,000 volumes, 360 serials, social work theses, doctoral dissertations, and videotapes. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. The Library's collections and services support the master's and doctoral programs offered at the Chestnut Hill campus and master's programs offered at four off-campus sites throughout Massachusetts and Maine.

Located on the Newton Campus, the **Law School Library** has a collection of approximately 223,394 volumes of legal and related materials in a variety of media, most of which are non-circulating. It includes primary source materials consisting of reports of decisions and statutory materials with a broad collection of secondary research materials in the form of textbooks and treatises, legal and related

periodicals, legal encyclopedias and related reference works. The library possesses substantial and growing collections of international and comparative law works.

Bapst Library, a beautiful collegiate Gothic building that served as the main library for over 50 years, has been restored to its original splendor and houses the resources for library research in art and art history. The Graduate Study and Research Space is located in the mezzanine of Kresge Reading Room. Gargan Hall, with its magnificent stained glass windows, provides for quiet study for all students and faculty.

The Irish Music Center documents the history of Irish music in America. Its archives include rare recordings, printed music, books, manuscripts, photographs and memorabilia.

The **Catherine B. O'Connor Geophysics Library** is located at Weston Observatory; the library contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The **Educational Resource Center** is located in Campion Hall; the ERC is a state-of-the-art facility that serves the Lynch School of Education's faculty and students. The collection includes current elementary and secondary textbooks and teaching guides, pre K-12 educational software, children's books including both fiction and non-fiction, curriculum guides (Kraus Curriculum Development Library), instructional aids, math and science manipulatives, educational and psychological tests, and video and audiotapes.

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the magnificently appointed Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 150,000 volumes, some 15,000,000 manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. These materials are housed in the climate-controlled, secure environment of Burns either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish Studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925-1975; Boston history; the Caribbean, especially Jamaica; Balkan Studies; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking.

The **Irish Music Center** documents the history of Irish music in America. Its archives include rare recordings, printed music, books, manuscripts, photographs and memorabilia.

The **University Archives**, a department within the John J. Burns Library, contains the office records and documents of the various University offices, academic and other; copies of all University publications, including student publications; movie footage of Boston College football; some audiovisual materials; and tape recordings of the University Lecture Series and other significant events. A significant collection of photographs documents the pictorial history of Boston College. Alumni, faculty, and Jesuit records

are also preserved. In addition, the University Archives is the repository for the records of Newton College of the Sacred Heart (1946-1975) and the documents of the Jesuit Community of Boston College (1863-).

Media Technology Services

Media Technology Services provides media-related products and services to the Boston College community in order to enhance research, instruction, and to support BC community events.

These services include access to over thirty types of classroom audiovisual equipment, audio-production services, film and video rentals, television recording and editing, photography, and graphic design and production. In addition, MTS operates BC's Cable Services which offers educational and commercial programming on its 59 cable TV channels to all student residence halls across campus. Several courses are also taught in MTS's television studio where students use modern post-production editing equipment for their video projects.

Finally, Media Technology Services offers educational technology expertise in order to make the link between modern technologies and teaching/learning.

For more information, visit the website at <http://www.bc.edu/mts>.

Student Learning and Support Computing Facility (SLSC)

The SLSC, located in O'Neill 250, is Boston College's main computer laboratory on campus. The facility holds 29 Macintoshes, 118 PCs, eight networked printers, five color scanners, three e-mail stations, two music stations, four e-mail stations, eight docking stations for laptops, floppy disk vending machine, and VMS/Alpha access for use by the Boston College community. Within the facility, users have access to a wide variety of software applications, high speed access to the Internet, for use by the Boston College community, and notary services provided by Maria Koufos.

Students rely on the SLSC for the wealth of software maintained by our monitoring of academic departmental needs, as well as word processing, spreadsheet, statistical analysis, programming languages, graphics production, and database management software. Students can visit the SLSC on the web at <http://www.bc.edu/slsc> for a complete listing of the latest versions of software. The SLSC also provides server space and support for the Professor's Folders, which allow for the dissemination of course materials in the lab and campus wide as well as drop boxes for electronic filing of assignments. The faculty are also invited every year to submit course software requests for the SLSC.

The SLSC is staffed with professionals and students who provide assistance. Training tutorials and software documentation are available within the facility, as well as a wealth of resources available on the web at <http://www.bc.edu/infotech>.

More specialized assistance is provided at the Help Desk for users in O'Neill 250, on a walk-in, phone-in, or e-mail basis. Dial 617-552-HELP for assistance or an appointment. Users can sign in on the File-Maker Pro database for Help Desk assistance.

The SLSC instructional lab is available for faculty and departments to use for computer based courses. For a list of hours and courses, refer to the SLSC website at <http://www.bc.edu/slsc> or call 617-552-8567.

UNIVERSITY RESEARCH INSTITUTES AND CENTERS

Research is an important part of the intellectual life at Boston College. Faculty members, graduate students, and undergraduates collaborate in a range of research strategies across the disciplines and

professional schools including laboratory studies, quantitative and qualitative research, archival and textual research, theory development, and field and basic research. In addition to the work of individual faculty and units, Boston College supports the collaborative work of faculty and students across the University through the following centers and institutes:

Boisi Center for Religion and American Public Life

The Boisi Center for Religion and American Public Life was founded to bring together high quality research and scholarship on religion to bear on issues of public policy in America. The Center's goal is not to advance any ideological agenda, whether liberal or conservative. The Center seeks instead to be the sponsor of dialogue and discussion which brings together people whose primary concerns are religious with people whose primary concerns are political, in the belief that they will find common ground. The main goals of the Center include the promotion of scholarship dealing with religion and public life, faculty and student development at Boston College, and outreach activities that contribute to a more robust public discussion of critical issues.

Center for Child, Family, and Community Partnerships

The Center for Child, Family, and Community Partnerships is an outreach scholarship program that fosters collaboration among Boston College faculty and students, and community leaders in health care, social service, economic development, and education. The goal of the participants is to create stronger, healthier, and more economically sound communities. The Center, based at the Lynch School of Education, offers technical assistance, program evaluation, needs assessment, training, and consultation to community organizations.

Center for Corporate Citizenship

The Center offers research and development on corporate citizenship; publications on corporate citizenship that include two newsletters, research reports, and white papers; executive education programs in corporate citizenship, including on-site and custom programs and a certificate program in corporate community relations; consulting; meetings to bring together the many communities invested in corporate citizenship, including the annual International Corporate Citizenship Conference, workshops, roundtables, and regional meetings; a corporate membership program; and a website that provides an online meeting place for the corporate citizenship community.

Contact the Center for Corporate Citizenship at 617-552-4545; <http://www.bc.edu/corporatecitizenship>; ccc@bc.edu.

Center for East Europe, Russia, and Asia

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages, and Theology departments and offer over eighty academic courses connected with the study of the culture, history, and political life of East Europe, Russia, the Balkans, and Central Asia.

Students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from the Directors, Cynthia Simmons (Slavic and Eastern Languages, Lyons 210) and Roberta Manning (History, Carney 165).

Center for Ignatian Spirituality

The Center for Ignatian Spirituality is a University operation that offers faculty and staff a resource to carry on the needed dialogue between the values that constitute Boston College and the plu-

ralism that characterizes our contemporary culture. The Center initiates its own programs, inviting faculty and staff to pursue a particular topic, sponsors retreats and reflection opportunities for faculty and staff, and has a wide range of national and international commitments to other institutions in their efforts to integrate Ignatian spirituality into their educational endeavors. For more information, please visit us at Rahner House, 96 College Road, or call 617-552-1777, or visit our website at <http://www.bc.edu/igspirit>.

Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is a research and service agency providing information, publications, and a sense of community to colleges and universities worldwide. The main focus of the Center is on academic institutions in the Jesuit tradition, but other universities receive its publications and are part of an informal network. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

Center activities include the publication of a quarterly newsletter dealing with the central concerns of higher education in an international context; a book series on higher education; the maintenance of an international database of administrators, policy makers, and researchers in the field of higher education; and sponsorship of an international conference on higher education issues. Visiting scholars from Jesuit and other universities worldwide occasionally are in residence at the Center. CIHE works in conjunction with the Higher Education Program of the Lynch School.

More information on the Center for International Higher Education can be found on its website at http://www.bc.edu/bc_org/avp/soe/cihe.

Center for Christian-Jewish Learning

The Center for Christian-Jewish Learning is devoted to the multifaceted development and implementation of new relationships between Christians and Jews that are based not merely on toleration but on full respect and mutual enrichment. This defining purpose flows from the mission of Boston College and responds to the vision expressed in Roman Catholic documents ever since the Second Vatican Council.

The building of new, positive relationships between Jews and Christians requires sustained collaborative theological research. Therefore, under the Center's auspices scholars and thinkers representing diverse Jewish and Christian perspectives engage in intense and ongoing study of all aspects of our related yet distinct traditions of faith.

The Center is thus dedicated to conducting educational research and to offering programs, both in the university and the wider community, in which Christians and Jews explore their traditions together.

Center for Nursing Research

The CNR's central purpose is to serve as an institutional resource for faculty and students in the Connell School of Nursing, the Boston College community, and the greater Boston nursing and health care community. Three interrelated but separate goals support the purpose of the CNR: (1) to strengthen the research productivity of faculty in the Connell School of Nursing, (2) to increase interdisciplinary and interdisciplinary research and scholarship, and (3) to communicate research findings to facilitate research utilization in nursing practice and in educational settings. The Center serves as a repository for the Cathy J. Malek Research Collection as well as books and other materials related to quantitative and qualitative research methods, data analysis, grant-seeking, and grant-writing.

Center for Retirement Research

The Center for Retirement Research at Boston College was established through a 5-year grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, and the Urban Institute. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, political science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's researchers and experts explore possible policy changes related to Social Security, private pensions, and other sources of retirement income.

The Center has established a comprehensive training and educational program that provides funding for dissertation fellowships and junior faculty research. The Center also employs undergraduate and graduate research assistants and supports academic courses in retirement-related subjects.

For more information on publications, events and financial support programs, please visit the Center's website at <http://www.bc.edu/crr>, send an e-mail to crr@bc.edu, or call 617-552-1762.

Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education. In the past decade, CSTEETP has been involved in assessment issues that address the fairness of testing in culturally and economically diverse populations.

Among the projects conducted under the auspices of CSTEETP is the National Board on Educational Testing and Public Policy. Its web address is <http://nbetpp.bc.edu/>.

CSTEETP has been joined by the Learning Communities Research Group, which specializes in research on technology in education. Its web address is <http://learning.bc.edu>.

Further information on CSTEETP is available at its website: <http://www.csteetp.bc.edu>

Center for Work and Family

The Boston College Center for Work and Family (CWF) is a research center of the Carroll School of Management. CWF is committed to enhancing the quality of life of today's work force by providing leadership for the integration of work and life, an essential for business and community success. Our vision is that companies and communities will work together to ensure their mutual prosperity and the well being of employees and their families. The Center's initiatives fall into three broad categories: research, workplace partnerships, and professional development.

- **Research:** The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force productivity and commitment while also improving the quality of employee's lives.
- **Workplace Partnerships:** The Center is home to two highly successful employer partnerships: the Work & Family Roundtable, established in 1990, and the New England Work

& Family Association, established in 1992.

- **Professional Development:** In conjunction with the Alliance of Work / Life Professionals (AWLP), the Center has developed a curriculum that builds the skills needed to create and implement successful work / life initiatives in organizations.
- **Center Highlights:** The Center's latest initiative is *The Standards of Excellence in Work/Life Integration* Project (2002). The Standards help organizations undertake an intensive assessment of their company's progress in creating a supportive work environment where work/life policies and core business strategies are aligned.

International Study Center

The International Study Center at the Lynch School of Education is dedicated to conducting comparative studies in educational achievement. Principally, it serves as the center for international studies in mathematics, science, and reading—Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

"TIMSS-1999 Benchmarking: A Bridge to School Improvement" was the first study comparing students' achievement in math and science at the 8th grade level among 13 states, 14 school districts and consortia, and 37 countries. The study was released in 2001 at a Washington, D.C., press conference. U.S. Secretary of Education Rod Paige and Rita Colwell, Director of the National Science Foundation, were among those participating in the press conference and praising the study. PIRLS is the latest international assessment being conducted by the International Study Center. Approximately 40 countries are participating in this study, which measures reading literacy achievement of fourth-grade students (ages 9 and 10) and gathers information about home and school factors associated with learning to read.

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The International Study Center receives funding from such organizations as the International Association for the Evaluation of Educational Achievement, U.S. National Center for Education Statistics, and U.S. National Science Foundation. Its web address is <http://timss.bc.edu>

Institute of Medieval Philosophy and Theology

The Institute is a center that unites the teaching and research efforts of the faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Theology or Philosophy departments and students matriculate in one of these two departments. The focus of the Institute is on the relationship between medieval philosophy and theology, and modern continental philosophy and theology.

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts.

Institute for Scientific Research

The Institute for Scientific Research (ISR) boasts a highly-trained team of scientists, engineers, and mathematicians. Over the course of its history, the Institute has utilized a diversity of knowledge to develop highly sophisticated techniques for analyzing raw scientific and engineering data and presenting it in meaningful and useful ways. Using state-of-the-art analytical tools and technology including computer-generated modeling, the Institute is a forerunner in scientific data analysis and interpretation using statistical data analysis, digital signal processing, and image processing; mathematical signal modeling; animated visualization of real and simulated data; the manipulation and interpretation of scientific images; and the design of specialized databases, data management techniques, and interactive scientific software.

Institute for the Study and Promotion of Race and Culture (ISPRC)

The Institute for the Study and Promotion of Race and Culture (ISPRC) was founded in 2000 at Boston College, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race or culture in theory and research, mental health practice, education, business, and society at large.

The ISPRC attempts to solicit, design, and disseminate effective interventions with a pro-active, pragmatic focus. Each year the Institute will address a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference.

Irish Institute

The Irish Institute at Boston College, a division of the Center for Irish Programs, was established by the University in 1992 and utilizes cross-campus resources to create and provide programs in areas such as business, government, and education. We believe that this mission—and the personal, educational, and corporate exchanges it facilitates—serves to promote a more lasting peace on the island of Ireland and can provide models for the delivery of good government that can be applied to many regions around the world.

The Irish Institute currently offers programs in education, business management, and political leadership. Featured in 2001-2002 were programs in Education Policymaking, Parliamentary Clerks, NGO Management, Young Political Leadership, the Ulster University Leadership Program, the Middle East Higher Education Program, the Economic Development Program, and the Ireland and Northern Ireland Local Government Program.

The Institute has applied its programming models, and expertise with the problems confronting divided societies, to embrace participants from the Middle East and North Africa. In Ireland, the Institute, together with Irish Studies and the Burns Library, shares office space in the Center for Irish Programs' new facility at 42 Stephens Green, Dublin. This four-story facility is run by, and for, the Center for Irish Programs at Boston College, the office which coordinates and oversees all Boston College Irish initiatives in both Boston and Ireland. The Institute hosts an extensive series of international lectures and special events.

Since 1998, the Irish Institute has been based at Connolly House, a state-of-the-art facility recently restored on Hammond Street in Chestnut Hill. For more information on any of the Irish Institute's program offerings, call 617-552-4503 or visit its website at <http://www.bc.edu/irishinstitute>.

Jesuit Institute

The Jesuit Institute was established in 1988 to contribute towards the response to the question of identity. The Institute, initially funded by the Jesuit Community at Boston College, is not an addi-

tional or separate academic program. It is, rather, a research institute which works in cooperation with existing schools, programs, and faculties primarily but not exclusively at Boston College. Within an atmosphere of complete academic freedom essential to a university, the Institute engages positively in the intellectual exchange that constitutes the University. Its overarching purpose is to foster research and collaborate interchange upon those issues that emerge at the intersection of faith and culture. Through its programs, the Institute does this in two ways: by supporting the exploration of those religious and ethical questions raised by this intersection and by supporting the presence of scholars committed to these questions.

Loneragan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Boston College sponsors the annual Lonergan Institute, which provides resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. For more information, please visit the Boston College Lonergan website at <http://www.bc.edu/lonergan>.

Mathematics Institute

The Boston College Mathematics Institute was established in 1957 as a unit separate from the Mathematics Department to assist in the effort to improve the content and instructional practice of mathematics at school level. In the 1960s and 1970s the primary focus of the Institute was on providing veteran teachers with renewal programs and professional development opportunities to update and deepen their background in mathematics. The National Science Foundation was a major source of funding. Concurrently, Institute staff developed some supplementary instructional materials to use with students in the grades K-12.

At present, the Mathematics Institute offers professional enhancement courses for teachers in the summers at Boston College and other sites. Other current projects include research studies and content development related to school level mathematics concerns.

Small Business Development Center

The Small Business Development Center (SBDC) provides managerial, financial and technical assistance, and training to small business people in the Greater Boston area. Prospective and active small business people can receive one-on-one counseling and consultative assistance in a range of business areas such as finance, marketing, planning, operations, accounting, and controls. The SBDC also offers specially designed small business management training workshops. Topics include writing a business plan, financial planning, marketing, strategic planning, cash flow and general management as well as other varied topics.

The Massachusetts Small Business Development Center is a partnership of the U.S. Small Business Administration, the Massachusetts Executive Office of Economic Affairs, and Boston College through the University of Massachusetts/Amherst under a consortium agreement.

Social Welfare Research Institute

The Social Welfare Research Institute (SWRI) is a multidisciplinary research center specializing in the study of spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. Founded in 1970, SWRI is a recognized authority on the

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relationships between economic wherewithal and philanthropy, the motivations for charitable involvement, the meaning and practice of care, and the forthcoming \$41 trillion wealth transfer.

Among awards and honors received in recent years, Paul G. Schervish, Director of SWRI and Professor of Sociology at Boston College, and John J. Havens, Senior Research Associate, have been named to the Nonprofit Times Power and Influence Top 50. They are widely cited for their work in breaking down many of the stereotypes surrounding charitable involvement and for providing reliable statistics, research, and interpretation to charities, fundraisers, financial planners, and the general public.

Over the past sixteen years, SWRI has received generous support from the T. B. Murphy Foundation Charitable Trust, which funded SWRI's ground-breaking Study on Wealth and Philanthropy in the 1980s; from the Indiana University Center on Philanthropy; the W. K. Kellogg Foundation; and the Lilly Endowment, Inc.

Research papers and further information can be found on SWRI's website at <http://www.bc.edu/swri>

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is a part of the Department of Geology and Geophysics of Boston College. Located 10 miles from the main campus, the Observatory is an interdisciplinary research facility of the department, and a center for research in the fields of geophysics, geology, and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a 12-station regional seismic network that records data on earthquakes in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas of scientific and environmental interest.

STUDENT LIFE RESOURCES

Athletic Association

In keeping with its tradition as a Catholic and Jesuit university, rooted in a belief that seeks God in all things, especially in human activity, the Boston College Athletic Association offers a broad-based program of intercollegiate athletics, as well as intramural, recreation, and club sport opportunities. Through these activities, the Athletic Association provides an educational experience that promotes the development of the whole person intellectually, physically, socially, and spiritually. Through its offerings, the Athletic Association plays an integral part in the personal formation and development of students, preparing them for citizenship, service, and leadership.

The Athletic Association supports and promotes the University's goal of a diverse student body, faculty and staff. In this spirit, the Athletic Association supports equitable opportunities for all students and staff, including minorities and women.

Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, students may obtain advice and guidance regarding career and major choices, gain work-related experience, make meaningful connections with alumni and employers, and learn the latest job search techniques. It is highly recommended that students participate in the Career Center's programs beginning freshman or sophomore year.

The Career Center's Internship Program provides students of all classes with the opportunity to gain practical part-time work experience in a professional capacity, during the summer or school

year. As part of a consortium of fourteen universities nationwide, the Boston College Internship Program lists on-line internships in a wide range of professional settings and geographic areas. Students are encouraged to participate in at least two or three internships before they graduate.

Students are also encouraged to conduct informational interviews with BC alumni. The Career Network contains 8,000+ alumni who have volunteered to share their career experience and to provide job search strategy tips. Students can access the Network through computers at the Career Center, or via the Career Center's home page.

The Career Resource Library offers a wide variety of career exploration and job search resources, graduate and professional school information, and employer literature. Professional assistance and advice is available, along with computer access to the Internet.

AHANA (African-American, Hispanic, Asian, Native American) Career Services provides AHANA students with a monthly newsletter, highlighting career opportunities and events specifically targeted toward AHANA students. Additionally, the Career Center sponsors an annual AHANA Student-Employer Reception.

The Recruiting Program provides opportunities for students to interview with over 350 employers. Employer Information Sessions are open to all students, and a large career fair is held every fall.

Visit the Career Center at 38 Commonwealth Avenue, 617-552-3430, or on the web at <http://careercenter.bc.edu>.

Office of Campus Ministry

The Office of Campus Ministry strives to deepen the faith life of Boston College students by offering opportunities to discover, grow in, express, and celebrate the religious dimensions of their lives. Liturgies, retreats, small faith communities, and service projects are popular programs offered throughout the year. Campus Ministry strives to show the close relationship of the Gospel and the call to the works of justice. The Office of Campus Ministry is located in McElroy 215 and can be reached by calling 617-552-3475 or on the web at <http://www.bc.edu/campus-ministry>.

Office of the Dean for Student Development

The Office of the Dean for Student Development (ODSD) coordinates the planning, implementation, and evaluation of programs and services promoting student development. ODSD oversees student clubs and organizations, programming, the Undergraduate Government of Boston College, the Emerging Leader Program, the Graduate Student Association and the John Courtney Murray, S.J. Graduate Student Center, Alcohol and Drug Education, off-campus and commuting student affairs, international student services, and the Global Proficiency Program. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline and the judicial process. The Office of the Dean for Student Development is located in McElroy 233, 617-552-3470. ODSD is scheduled to move to the new Lower Campus Faculty and Administration Building in summer 2003.

Dining Services

The University offers a varied and nutritionally balanced menu in seven dining areas: Carney's, the Cafe, and the Eagle's Nest at McElroy Commons, Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, the Lower Campus Dining Facility, and the Walsh Hall Dining Room. In addition, students can use their Meal Plan in the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth

Avenue, Greycliff, Vanderslice Hall, and 90 St. Thomas More Drive. The cost of the full Meal Plan for 2003-04 is \$1,825.00 per semester or \$3,650.00 per year.

Optional meal plans are available to all other students living in off-campus apartments, and to commuters. Further information can be obtained by contacting the Office of Student Services, 617-552-3300, Lyons Hall. A dietitian is available to those students with special dietary needs or restrictions, by calling 617-552-8040.

Office of Services for Students with Disabilities

Boston College complies with federal regulations prohibiting discrimination on the basis of disability. Students with disabilities applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admission Office of the school to which they are applying. This information will not affect the decision on admission, rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by the Office of Services for Students with Disabilities.

For more information regarding services for students with physical disabilities contact the Interim Coordinator of Services for Students with Disabilities and 504/ADA Compliance Officer for Students, Gasson Hall 108, 617-552-3310. For more information regarding services for students with learning disabilities contact Dr. Kathleen Duggan, Coordinator of Academic Support Services for Learning Disabled Students, Academic Development Center, O'Neill 200, 617-552-8055.

Graduate Student Association

The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves the Graduate School of Arts and Sciences, the Lynch School of Education, the Boston College Law School, the Connell School of Nursing, the School of Social Work, and the Carroll School of Management and the academic graduate student organizations within various disciplines.

The GSA exists to provide academic support in the form of conference grants, special group funding, social, cultural, and academic programs for graduate students, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University.

The GSA Officers, elected each April for a year of service, include the Executive Director, Finance Director, and Programming Director. The GSA Council, which meets monthly, is made up of representatives from all of the graduate programs or schools. The GSA Council and executive staff work together to strengthen the collective voice of graduate students. The GSA and other academic graduate student organizations are funded by a student activity fee charged to every graduate student.

The GSA has an office in the John Courtney Murray, S.J. Graduate Student Center located at 292 Hammond Street, across Beacon Street from Middle Campus. Graduate students are encouraged to become involved in the GSA and to communicate their need through the program representatives.

John Courtney Murray, S.J. Graduate Student Center

The John Courtney Murray, S.J. Graduate Center has been established to serve the needs of Boston College's graduate students. It is staffed by the Associate Dean for Graduate Student Life, an Administrative/Technology Support Assistant, Graduate Student Resident Managers, and Student Center Assistants. During the academic year the Graduate Center is open seven days a week. Current operating hours can be found at the website.

The mission of the Murray Graduate Center is to serve the graduate student community. The Center is dedicated to the sup-

port and enrichment of graduate student life at Boston College. Its primary purpose is to build a sense of community among the entire graduate student population, and cultivate a sense of belonging to the University as a whole.

The Center provides opportunities for graduate students to gather with other students, faculty, and staff for discussion, reflection, presentations, meals, and social functions. Through the Center staff, various types of programs of interest to graduate students, and information about University programs and services is offered regularly to students. The Graduate Student Association and Graduate AHANA Student Association have offices at the Center and are supported along with the Graduate International Student Association by the staff.

The Murray Graduate Center provides a number of services and amenities including a computer lab (printing and network and wireless access), study rooms, small group meeting spaces, dining and lounge areas, billiards, and ping pong. In addition, current Boston College graduate students can reserve space in the Center.

By setting aside a welcoming space that was created exclusively for and is used by graduate students, the Murray Graduate Center strives to fulfill its mission through academic, social, and spiritual programming as well as serve as a place of hospitality. All graduate students are welcome to take advantage of the Center's programs and services. The Center is located at 292 Hammond Street. The website is <http://www.bc.edu/gsc> and staff can be contacted at 617-552-1855.

University Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department is located in Cushing Hall on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 24-hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Center is closed and can be reached at 617-552-3227.

Boston College requires all undergraduate resident students be enrolled with the University Health Services. A mandatory Health/Infirmary fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee and do not wish to utilize the service may request a waiver from the University Health Services office in Cushing Hall or downloaded it from the Health Services website. It must be submitted to the Health Services Department during the month of September.

Membership in the University Health Services is optional for graduate students and is available through payment of the Health/Infirmary fee or on a Fee-for-Service basis.

All students may have access to the facilities for first aid or in case of an emergency.

The Health/Infirmary Fee covers medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all full-time students be covered by an Accident and Sickness Insurance Policy so that protection may be assured in case of hospitalization or other costly outside medical services. See Massachusetts Medical Insurance.

An informational brochure entitled "University Health Services Staying Well" is available at the University Health Services office, Cushing First Floor, 617-552-3225. Insurance information can also be obtained there. Health Services has a detailed website at http://www.bc.edu/health_services.

Immunization

Both graduate and undergraduate students registering at the credit levels listed below are required to comply with Massachusetts General Laws (the College Immunization Law):

School	Credit Level
Arts and Sciences	9
College of Advancing Studies	12
Education	9
Law	12
Management	9
Nursing	9
Social Work	9

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster: Within the past 10 years
- 2 Measles Immunizations: Dose 1 must be after the first birthday. Dose 2 must be at least one month after the first dose.
- 1 Mumps Immunization: Immunized with vaccine after the first birthday
- 1 Rubella Immunization: Immunized with vaccine after the first birthday

Effective September 2001, all full-time freshmen must show proof of receiving 3 doses of the hepatitis B vaccine.

If proof of immunization for measles, mumps, and/or rubella is not available, a blood Titer showing immunity will be accepted.

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$50.00 will be charged to your student account.

The only exceptions permitted are conflicts with personal religious belief or documentation by a physician that immunizations should not be given due to pre-existing medical problems.

University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling and other psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services available include individual counseling and psychotherapy, group counseling, consultation, evaluation, and referral. Counseling offices can be found in the following locations: Gasson 108, Campion 301, and Fulton 254. Students wishing to make an appointment should call 671-552-3310.

Inspection of Education Records

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics, and extracurricular programs. The University also maintains certain records such as employment, financial, and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 (the Buckley Amendment), a federal statute that affords students certain rights with respect to their education records. They are as follows:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
Students should submit to the Office of Student Services, dean, head of the academic department, or other appropriate

official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA or other federal statutes require disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is as follows: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C., 20202-4605.

Confidentiality of Student Records

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term, home, local, and electronic mail addresses, telephone number, date and place of birth, photograph, major field of study, enrollment status, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, school/college of enrollment, anticipated date of graduation, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information.

Electronic and print (*The Source*) access to selected directory information is available to members both within (via authenticated

access) and outside the Boston College community. A student who so wishes has the absolute right to prevent release of all directory information including verification of enrollment, or of suppressing selected directory information either to the Boston College community or to the general public. In order to do this, students must enter Agora (<http://agora.bc.edu>) by the end of their first week of enrollment to suppress the release of all or selected directory information. Suppression is available by selecting U-View and Privacy Preferences.

All non-directory information is considered confidential and will not be released to outside inquiries without the express written consent of the student.

FERPA Rights

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides for rights of privacy in, as well as right to inspect, educational records. A full statement of these rights is set out in the Boston College Catalog. Please note: When a student reaches the age of 18 or begins attending a post-secondary institution regardless of age, FERPA rights transfer to the student. Parents rights are listed below.

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain non-directory information (grades, GPA, etc.) only at the discretion of the institution AND after it has been determined that their child is legally their dependent.
- Parents may also obtain non-directory information by obtaining a signed consent from their child.

Enrollment Statistics and Graduation Rate

During the fall of 2002, Boston College enrolled 8,916 undergraduates, 774 Woods College of Advancing Studies students, and 4,607 graduates students.

Of the freshmen who first enrolled at Boston College in the fall of 1995, eighty-seven percent had completed their degree by 2001 and four percent had chosen to continue their studies elsewhere. The combined retention rate for this entering class is ninety-one percent. Of the graduates, ninety-five percent earned their degrees within four years.

NOTICE OF INFORMATION DISCLOSURES

In compliance with the Higher Education Amendments of 1998, Boston College makes available the following information that is required to be disclosed under Subpart D of Part 668 of Title 34 of the Code of Federal Regulations (Institutional and Financial Assistance Information for Students) and under Section 99.7 of the Family Educational Rights and Privacy Act. Included below are instructions on how to obtain the information.

The following information is available to any enrolled student or prospective student, upon request:

- **Financial assistance information**, including a description of the following: the federal, state, local, private, and institutional student financial assistance programs available to students who enroll at the University; application forms and procedures; eligibility requirements; criteria for selection; criteria for determining the amount of the award; satisfactory academic progress standards; methods of disbursement; loan terms; conditions and terms for employment provided as part of a student's financial assistance package; and conditions for deferral of federal loan repayments for volunteer service.
- **Institutional information**, including the cost of attendance; refund policies; requirements and procedures for officially withdrawing from the University; requirements for the return of Title IV assistance; academic program, faculty, and facilities; accreditation and licensure; special facilities and services

for students with disabilities; and a statement that a student's enrollment in a study abroad program approved for credit by the University may be considered enrollment at the University for the purpose of applying for Title IV assistance.

- **Boston College's graduation rates**

Financial assistance, institutional, and graduation rate information is published in this document, the *Boston College Bulletin*. To request a copy of the *Bulletin*, please call the Boston College Office of Student Services at 800-294-0294 or 617-552-3300; send a fax to this office at 617-552-4889; or send your request in writing to Boston College, Office of Student Services, Lyons Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467. This information may also be obtained by accessing the Boston College Office of Student Services website at <http://www.bc.edu/studentsservices>.

The following information is disseminated by October 1 of each year to enrolled students and current employees, and is available to prospective students and prospective employees upon request:

Boston College's **annual security report**, the **Campus Safety and Security Program**, contains statistics for the previous three years concerning reported crimes that occurred on campus and on public property immediately adjacent to and accessible from the campus. The report also incorporates institutional policies concerning campus security, including Reporting of Crimes and Other Emergencies, Safety Notification Procedure, Campus Law Enforcement, and Campus Sexual Assault Program; information regarding the available educational programs that address campus security procedures and practices, and crime prevention; information regarding drug and alcohol policies, and other matters.

The following information is available to enrolled students, prospective students, and the public upon request:

A **report of athletic program participation rates and financial support data**. This report details participation rates, financial support, and other information on men's and women's intercollegiate athletic programs. To request a copy of either of the above reports, please call the Office of the Financial Vice President and Treasurer at 617-552-4856, or send your request in writing to Boston College, Office of the Financial Vice President and Treasurer, More Hall 200, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

Enrolled students are notified each year of their rights, and the procedures for the inspection, correction, and disclosure of information in student records, under the Family Educational Rights and Privacy Act. This information is published in this document, the *Boston College Bulletin*, and may also be obtained by accessing the Boston College Office of Students Services website at <http://www.bc.edu/studentsservices>.

NOTICE OF NON-DISCRIMINATION

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic mission and heritage. Committed to having a welcoming environment for all people, it recognizes the important contribution a diverse community of students, faculty and administrators makes in the advancement of its goals and ideals.

Boston College rejects and condemns all forms of harassment, and has developed specific procedures to redress incidents of harassment against any members of its community, whatever the basis or circumstance. Moreover, in accordance with all applicable state and federal laws, Boston College does not discriminate in employment, housing or education on the basis of a person's race, sex, age, national and ethnic origin, religion, disabilities, marital or parental status, veteran status or personal history. In addition, in a manner faithful to

the Jesuit Catholic principles and values that sustain its mission and heritage, Boston College is in compliance with applicable state laws providing equal opportunity without regard to sexual orientation.

Boston College has designated the Director of Affirmative Action to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as all students, faculty members, and employees are welcome to raise any questions regarding violation of this policy with the Director of Affirmative Action, More Hall 314, 617-552-2947. In addition, any person who believes that an act of discrimination based on Title IX discrimination has occurred at Boston College, may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

RESIDENCE ACCOMMODATIONS

Boston College offers several different types of undergraduate student housing in three different residence areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

Lower Campus

Edmond's Hall Apartment Complex: The nine-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 800 male and female students in 200 two-bedroom apartments. Each apartment unit consists of two bedrooms, bath, dining area, kitchen, and living room. These modern, completely furnished, air-conditioned apartment units house primarily upperclassmen. Subscription to the University Meal Plan is optional.

Ignacio and Rubenstein Apartment Complex: This air-conditioned apartment complex, completed in the spring of 1973, houses approximately 725 students. Each completely furnished apartment unit includes two or three bedrooms, two baths, living room, dining area, and kitchen. This area houses males and females, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

Vouté Hall and Gabelli Hall: These apartment-style residence halls were completed in the fall of 1988. Each two-bedroom air-conditioned apartment has a full kitchen, dining, and living room plus a full bath. Approximately 384 upperclassmen reside in these fully furnished units. Seventeen townhouses are unique features of these halls. The buildings provide students with access to a variety of lounges equipped for study and social uses, libraries, and a weight room. Subscription to the University Meal Plan is optional.

Modular Apartment Complex: The Modular Complex consists of 76 duplex townhouse apartments and houses approximately 450 students. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses both male and female students, six per apartment, but is generally restricted to seniors. Subscription to the University Meal Plan is optional.

Michael P. Walsh, S.J. Residence Hall: This suite-style residence hall, completed in the fall of 1980, consists of four- and eight-person suites housing approximately 800 male and female students. Each eight-person suite has a furnished lounge area and includes a sink and counter space. Each floor of the residence hall has a separate lounge and study area. The facility also includes a television lounge, a laundry room, and a fitness center. These units house primarily sophomores. Subscription to the University Meal Plan is mandatory.

Sixty-Six Commonwealth Avenue: Located on the Lower Campus, this upperclassman facility houses approximately 150 students in predominantly single accommodations. Each room is fully

furnished and additional lounge areas are provided. The building also houses the Multi-Faith Worship space open for private prayer or religious services for all individuals or denominations. Subscription to the University Meal Plan is mandatory.

Vanderslice and 90 St. Thomas More Drive: These suite-style residence halls, completed in the fall of 1993, consists of six-, seven-, eight-, and nine-person suites housing approximately 750 male and female students. Each air-conditioned suite has a furnished lounge and kitchen area featuring a sink with counter space, a refrigerator, and a kitchen table and chairs. These facilities also include a cabaret, game room, cardiovascular and music rooms, libraries, and casual study rooms. These units house sophomores and juniors. Subscription to the University Meal Plan is mandatory.

Upper Campus

These are standard residence halls with one, two, three, or four-person student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, and shades. These 12 buildings house approximately 1,700 freshmen and sophomore students. All Upper Campus residents are required to subscribe to the University Meal Plan.

Newton Campus

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. They house approximately 850 students. Daily free bus service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs that make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a dining room and cafeteria are located on the campus, as well as a library and a chapel.

Special Interest

The University offers a variety of Special Interest Housing options to undergraduate students.

Edmond's Hall ninth floor and *Walsh Hall eighth floor* have been designated as 24-hour quiet living floors. Upperclassmen are able to reside in apartment and suite-style accommodations with a quiet atmosphere. Students are required to sign a Quiet Living Agreement prior to moving in.

The Greycliff Honors House, located one-half mile from the main campus, houses 45 undergraduate students who are participating in the Honors Program. Faculty lectures, cultural, and academic programs are held in this residence hall throughout the year.

The Mosaic Multi-Cultural floor, open to students of all ethnic and racial backgrounds, will give residents the opportunity to be introduced to and learn about various cultures. Students work to define and promote diversity within the hall and throughout the University through programmatic methods.

The Romance Language floor, located in Gabelli Hall, primarily houses students who want to improve their speaking knowledge of French and Spanish.

The Shaw Leadership Program provides students with the opportunity to plan, develop and implement social, educational, cultural, and service-oriented programs for the Boston College community and its neighbors. Shaw students are given the opportunity to develop their leadership, presentation, and organizational skills through a variety of workshops, weekly meetings, retreats, and through sponsoring one major program during the year.

The Substance Free floor allows students to reside on an alcohol, drug, and tobacco free floor. Residents are required to plan and participate in a biweekly program/discussion and to sign a Substance Free Living Agreement prior to moving in.

To encourage a healthier lifestyle and safer residence halls, all residential facilities at Boston College are smoke free. Students cannot smoke in their bedrooms, suites, apartments, or any other area within the residence halls. Those students who do smoke can smoke outside, but must be 20 feet away from the entrance of any residence hall. Residents of the Mods are permitted to smoke on their back porch.

Off-Campus Housing

The University operates an Off-Campus Housing Office in Rubenstein Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 A.M. to 5:00 P.M. Listings are available on the Residential Life website.

TUITION AND FEES

Tuition and fees for undergraduates are due by August 8 for first semester and by December 15 for second semester. Restrictions will be placed on any account not resolved by the due dates. These restrictions include denied access to Housing and the Athletic Complex, use of the I.D. Card and Meal Plan, and the ability to drop and add courses, and to cash checks at the Cashier's Office. In severe cases, students will be withdrawn from the University. In addition, a \$100.00 late payment fee will be assessed on any account that is not resolved by the due dates listed above. There will be absolutely no registration or confirmation of registration allowed after October 24, 2003, for first semester and April 1, 2004, for second semester. Scholarship holders are not exempt from payment of registration, acceptance fees, insurance, and miscellaneous fees at the time prescribed.

Tuition and fees for the Graduate Schools of Management, Arts and Sciences, Education, Nursing, and Social Work are billed on August 15 for the fall and December 15 for the spring. Payment is due on September 15 and January 15 respectively. All students should be registered by August 15 for the fall and December 15 for the spring.

The tuition in the Law School is due semi-annually by August 8 and by December 15.

There is a \$100.00 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

Undergraduate Tuition

- First semester tuition and fees are due by August 8, 2003.
- Tuition first semester—\$13,540.00
- Second semester tuition and fees are due by December 15, 2003.
- Tuition second semester—\$13,540.00

Undergraduate General Fees*

Application Fee (not refundable):	60.00
Acceptance Fee:	250.00

This fee will be applied towards students' tuition in the second semester of their senior year. Students forfeit this fee if they withdraw prior to completing their first semester. Students who withdraw after completing their first semester are entitled to a refund of this fee (provided they do not have an outstanding student account) if they formally withdraw prior to July 1 for fall semester, or December 1 for spring semester.

Health Fee:	340.00
Identification Card (required for all new students):	20.00
Late Payment Fee:	100.00

Freshman Orientation Fee (mandatory for all freshman):	305.00
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Undergraduate Special Fees*

Extra Course—per semester hour credit:	903.00
Laboratory Fee—per semester:	140.00-490.00
Massachusetts Medical Insurance:	805.00 per year (335.00 first semester, 470.00 second semester)
Nursing Laboratory Fee:	185.00-195.00
NCLEX Assessment Test:	45.00
Exemption Examination:	30.00-60.00
Special Students—per semester hour credit:	903.00
Student Activity Fee:	102.00 per year (\$51.00 per semester)

Resident Student Expenses

Board—per semester:	1,825.00
Room Fee (includes Mail Service) per semester (varies depending on room):	2,825.00-3,795.00
Room Guarantee Fee**:	250.00
Students accepted as residents are required to pay a \$200.00 room guarantee fee. This fee is applied towards the student's first semester housing charges.	

*All fees are proposed and subject to change.

****Incoming students** who withdraw from housing by **June 1** will have 100% of their deposit refunded. **Incoming students** who withdraw from housing between **June 1 and July 15** will have 50% of their deposit refunded. **No refunds** will be made to incoming students who withdraw after July 15. Refunds will be determined by the date the written notification of withdrawal is received by the Office of Residential Life.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Graduate Tuition

Graduate School of Arts and Sciences**

Tuition per semester hour:	810.00
Auditor's fee***—per semester hour:	405.00

Lynch School of Education, Connell Graduate School of Nursing, and the Institute of Religious Education and Pastoral Ministry**

Tuition per semester hour:	796.00
Auditor's fee***—per semester hour:	398.00

Carroll School of Management, Graduate Division**

Tuition per semester hour:	914.00
Auditor's fee***—per semester hour:	457.00

Graduate School of Social Work**

Tuition per semester hour:	704.00
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Law School**

Tuition per semester:	14,860.00
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**Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

***Audits are considered fees and are not refundable. Students changing from credit to audit receive no refund.

Graduate General Fees*

Acceptance Deposit

Graduate Education:	200.00
Graduate Nursing:	200.00
CGSOM—part-time:	200.00
CGSOM—full-time:	400.00
Law School:***:	200.00
Social Work:	200.00

ABOUT BOSTON COLLEGE

***Initial deposit due by April 20 with an additional \$400.00 due by June 1.

Activity fee—per semester*** (Grad A&S, LSOE, CGSON, GSSW)

7 credits or more per semester:	25.00
fewer than 7 credits per semester:	15.00

Activity fee—per semester*** (CGSOM)

7 credits or more per semester:	50.00
fewer than 7 credits per semester:	25.00

Application fee (non-refundable)

Grad Arts & Sciences:	50.00
LSOE, GSSW, CGSON:	40.00
CGSOM:	85.00
Law School:	65.00

Doctoral Comprehensive/Continuation fee (Ph.D. Cand.) and Master's Thesis Direction (per semester)

Grad Arts and Sciences:	810.00
CGSON and LSOE:	796.00
CGSOM:	914.00
GSSW:	704.00

Interim Study:

Laboratory fee (per semester):	195.00-490.00
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Late Payment fee:

Massachusetts Medical Insurance (per year):	805.00
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(335.00 first semester, 470.00 second semester)

Microfilm and Binding

Doctoral Dissertation:	125.00
Master's thesis:	90.00
Copyright fee (optional):	45.00

Nursing Laboratory fee:

Registration fee (per semester, non-refundable):	15.00
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Student Identification Card (mandatory for all

new students):

	20.00
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*Fees are proposed and subject to change. ***Students who are in off-campus satellite programs in the School of Social Work are exempt from the activity fee.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Massachusetts Medical Insurance

Commonwealth of Massachusetts Law has mandated that all students, graduate and undergraduate, taking at least 75 percent of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Determination of whether or not a graduate student is required to enroll in the insurance program is based strictly on the actual number of credits for which the student is registered each semester. Graduate students in Advancing Studies who register for 9 or more credits are considered 75 percent of full-time. Students in Graduate Arts and Sciences, Education, Nursing, Management, and Social Work who register for 7 or more credits are considered 75 percent of full-time.

Boston College will offer all students—graduate and undergraduate—the option of participating in the plan offered at the University or submitting a waiver. The details of the University's Insurance plan are available on the *U-View* system or on the web at <http://agora.bc.edu>. Students may waive the BC insurance plan by completing the electronic waiver form on *U-View* or on the web. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download on the web at [vices. The waiver must be completed and submitted by October 3, 2003, for the fall semester and by February 6, 2004, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.](http://www.bc.edu/studentser-</p></div><div data-bbox=)

Students registering for less than 75 percent of a full-time course load or students who initially register as full-time and then drop below 75 percent who wish to enroll in the insurance plan must be in a degree-granting program. Such students enroll directly with the insurance company using the part-time enrollment form available at the Boston College Health Services Department in Cushing Hall, at Walter W. Sussenguth and Associates, or on the web at [http://www.bc.edu/studentser-](http://www.bc.edu/studentser-vices)

Please note: All doctoral students as well as international students at Boston College will automatically be charged for the Boston College Medical Insurance regardless of credit hours unless a waiver is submitted showing comparable insurance.

Check Cashing

Students presenting a valid Boston College ID may cash checks (\$50.00 limit) at the Cashier's Office, More Hall, Monday through Friday, 9:00 A.M. to 4:00 P.M. There is a 50 cent service charge. Returned checks will be fined in the following manner:

- First three checks returned: \$25.00 per check
- All additional checks: \$40.00 per check
- Any check in excess of \$2,000.00: \$65.00 per check
- Check cashing privileges are revoked after the third returned check.

Acceleration

Full-time undergraduate students authorized by the Dean's Office to take accelerated programs leading to an early graduation will be billed by Student Services for extra courses taken during a regular semester at the rate of \$903.00 per credit taken. This will be in addition to the flat rate tuition charge covering a normal load (four courses per semester as a senior; five courses per semester prior to senior year). No additional fee will be assessed for extra courses taken for enrichment purposes only. However, when a student who has taken extra courses for enrichment later wishes to use those courses for acceleration, a fee will be assessed based on the tuition rate that was in effect when the courses were taken. Whenever a student has been given approval to take Boston College summer courses for acceleration, he or she will pay the regular Summer Session tuition for those courses.

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.

The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Undergraduate Refund Schedule

Undergraduate students withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

- by Aug. 29, 2003: 100% of tuition charged is cancelled
- by Sept. 12, 2003: 80% of tuition charged is cancelled
- by Sept. 19, 2003: 60% of tuition charged is cancelled

- by Sept. 26, 2003: 40% of tuition charged is cancelled
- by Oct. 3, 2003: 20% of tuition charged is cancelled

Second Semester

- by Jan. 16, 2004: 100% of tuition charged is cancelled
 - by Jan. 30, 2004: 80% of tuition charged is cancelled
 - by Feb. 6, 2004: 60% of tuition charged is cancelled
 - by Feb. 13, 2004: 40% of tuition charged is cancelled
 - by Feb. 20, 2004: 20% of tuition charged is cancelled
- No cancellations are made after the 5th week of classes.

Graduate Refund Schedule (Excluding Law)

Graduate students (except Law students) withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

- by Sept. 8, 2003: 100% of tuition charged is cancelled
- by Sept. 12, 2003: 80% of tuition charged is cancelled
- by Sept. 19, 2003: 60% of tuition charged is cancelled
- by Sept. 26, 2003: 40% of tuition charged is cancelled
- by Oct. 3, 2003: 20% of tuition charged is cancelled

Second Semester

- by Jan. 26, 2004: 100% of tuition charged is cancelled
 - by Jan. 30, 2004: 80% of tuition charged is cancelled
 - by Feb. 6, 2004: 60% of tuition charged is cancelled
 - by Feb. 13, 2004: 40% of tuition charged is cancelled
 - by Feb. 20, 2004: 20% of tuition charged is cancelled
- No cancellations are made after the 5th week of classes.

Law Refund Schedule

Law students are subject to the refund schedule outlined below.

First Semester

- by Aug. 22, 2003: 100% of tuition charged is cancelled
- by Sept. 5, 2003: 80% of tuition charged is cancelled
- by Sept. 12, 2003: 60% of tuition charged is cancelled
- by Sept. 19, 2003: 40% of tuition charged is cancelled
- by Sept. 26, 2003: 20% of tuition charged is cancelled

Second Semester

- by Jan. 2, 2004: 100% of tuition charged is cancelled
- by Jan. 16, 2004: 80% of tuition charged is cancelled
- by Jan. 23, 2004: 60% of tuition charged is cancelled
- by Jan. 30, 2004: 40% of tuition charged is cancelled
- by Feb. 6, 2004: 20% of tuition charged is cancelled

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Office of Student Services issue a refund. If a student has a credit balance as a result of Federal Aid and he/she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Federal Perkins Loan, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford and Plus-Loan. In such cases, the regulations require that a portion of any refund be returned according to federal guidelines. Further, if a student withdraws, the institution must determine if any cash disbursement of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

National Student Clearinghouse

Boston College is a member of the National Student Clearinghouse. The National Student Clearinghouse is responsible for the processing of Student Loan Deferment forms for Subsidized and Unsubsidized Stafford, SLS, PLUS, and Perkins loans.

Student deferment forms will be sent to the Clearinghouse by the Office of Student Services. Students wishing to defer their loans should request a deferment form from their lender, fill out the student portion, list the semester for which they are deferring, and then turn it into the Office of Student Services in Lyons 103. Contact the Clearinghouse at 703-742-7791 with questions.

Boston College Degree Programs

Administrative Studies, M.S.

Art History, B.A.

Biblical Studies, M.A.

Biochemistry, B.S.

Biology, B.A./B.S., M.S., M.S.T., M.B.A./M.S., Ph.D.

Business Administration/Management, B.S./M.S., M.B.A., M.B.A./M.S., M.B.A./J.D., M.B.A./M.S.W., M.B.A./M.A., M.B.A./Ph.D., Ph.D.

Business Administration/Management: Accounting, B.S., M.S.

Business Administration/Management: Accounting and Information Systems, B.S.

Business Administration/Management: Economics, B.S.

Business Administration/Management: Finance, B.S., M.S., M.B.A./M.S., Ph.D.

Business Administration/Management: General Management, B.S.

Business Administration/Management: Computer Science: Information Systems, B.S.

Business Administration/Management: Marketing, B.S.

Business Administration/Management: Operations and Strategic Management, B.S.

Business Administration/Management: Organization Studies-Human Resources Management, B.S., Ph.D.

Chemistry,* B.S., M.S., M.S.T., Ph.D.

Classical Studies, B.A., M.A., M.A.T.

Classical Studies: Classics, M.A., M.A.T.

Communication, B.A.

Computer Science, B.A./B.S.

Economics,* B.A., M.A., Ph.D.

Education, B.A., B.A./M.Ed., B.A./M.S.W., M.A., M.Ed., M.A.T., M.S.T., M.A./M.Ed., M.A.T./M.S.T., Ph.D., C.A.E.S.,

J.D./M.Ed., J.D./M.A., M.B.A./M.A., M.A./M.A., Ed.D.

Education: Applied Developmental and Educational Psychology, B.A./M.Ed., M.A., Ph.D.

Education: Educational Administration, M.Ed., M.Ed./J.D., C.A.E.S., Ph.D., Ed.D.

Education: Educational Administration/Pastoral Theology, M.A./M.Ed., M.A./M.A.

Education: Counseling Psychology, M.A., Ph.D.

Education: Curriculum and Instruction, M.Ed., M.Ed./J.D., C.A.E.S., Ph.D.

Education: Early Childhood, B.A., B.A./M.Ed., M.Ed.

Education: Early Childhood Specialist, M.A.

Education: Educational Research, Measurement and Evaluation, B.A./M.Ed., M.Ed., Ph.D.

Education: Elementary Education, B.A., B.A./M.Ed., M.Ed.

Education: Higher Education, B.A./M.Ed., M.A., M.B.A./M.A., M.A./J.D., Ph.D.

Education: Human Development, B.A., B.A./M.S.W.

Education: Reading/Literacy Teaching, M.Ed., C.A.E.S.

ABOUT BOSTON COLLEGE

Education: Secondary Education, B.A., B.A./M.Ed., M.Ed., M.A.T., M.S.T.
Education: Special Education, B.A., B.A./M.Ed., M.Ed, C.A.E.S
English, B.A., M.A., M.A.T., Ph.D.
Film Studies, B.A.
Fine Arts, B.A.
French, B.A., M.A., M.A.T., M.B.A./M.A., Ph.D.
Geology and Geophysics: Environmental Geosciences, B.S.
Geology and Geophysics: Geology, B.S., M.S., M.S./M.B.A., M.S.T.
Geology and Geophysics: Geophysics, B.S., M.S., M.S./M.B.A., M.S.T.
Geology and Geophysics: Geology and Geophysics, B.S.
German Studies, B.A.
Greek: Classical Studies, M.A.
Hispanic Literature, Ph.D.
Hispanic Studies, B.A., M.A., M.B.A./M.A.
History, B.A., M.A., M.A.T., Ph.D.
International Studies, B.A.
Irish Literature and Culture: English, M.A.
Irish Studies: History, Ph.D.
Italian, B.A., M.A., M.A.T., M.B.A./M.A.
Latin: Classical Studies, B.A., M.A.
Law, J.D., J.D./M.B.A., J.D./M.S.W., J.D./M.Ed., J.D./M.A.
Linguistics, B.A., M.A., M.A.T., M.A./M.B.A.
Mathematics, B.A., M.A., M.A./M.B.A., M.S.T.
Medieval Studies: History, M.A., Ph.D.
Medieval Studies: Romance Languages, Ph.D.
Music, B.A.
Nursing, B.S., M.S., B.S./M.S., M.S./M.B.A., M.S./M.A., MS./Ph.D., Ph.D.
Philosophy, B.A., B.A./M.A., M.A., Ph.D.
Physics,* B.S., M.S., M.S.T., Ph.D.
Political Science, B.A., M.A., M.A./M.B.A., Ph.D.
Psychology, B.A., B.A./M.S.W., Ph.D.
Religious Education: Pastoral Ministry, M.A., M.A./M.S.W., M.A./M.A., M.A./M.S., M.A./M.Ed.
Religious Education: Religious Education, M.Ed., C.A.E.S., Ph.D
Romance Languages and Literatures, B.A., M.A., M.A.T., M.A./M.B.A., Ph.D.
Russian, B.A., M.A., M.A./M.B.A., M.A.T.
Slavic and Eastern Languages, B.A., M.A., M.A./M.B.A., M.A.T.
Slavic Studies, B.A., M.A., M.B.A./M.A., M.A.T.
Social Work, M.S.W., B.A./M.S.W., M.S.W./M.A., M.S.W./M.B.A., M.S.W./J.D., Ph.D.
Sociology, B.A., B.A./M.A., B.A./M.S.W, M.A., M.B.A./Ph.D., M.A./M.B.A., Ph.D.,
Spanish, M.A.T.
Studio Art, B.A.
Theatre, B.A.
Theology, B.A., B.A./M.A., M.A., Ph.D.
*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

Interdisciplinary Programs

American Studies
American Heritages
Ancient Civilization
Asian Studies
Black Studies
Child in Society
East European Studies
Environmental Studies

Faith, Peace and Justice
Film Studies
General Science
German Studies
Human Development
International Studies
Irish Studies
Latin American Studies
Mathematics/Computer Science
Perspectives on Spanish America
Middle Eastern and Islamic Studies
Scientific Computation
Women Studies

The University: Policies and Procedures

UNDERGRADUATE ADMISSION

Admission Information

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body that represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admission looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Office of Undergraduate Admission, Boston College, 140 Commonwealth Avenue, Devlin Hall 208, Chestnut Hill, Massachusetts 02467.

Admission from Secondary School

While specific courses are not required, the Office of Undergraduate Admission recommends that students pursue a strong college preparatory program that includes four units of English, mathematics, social studies, and foreign language, as well as four units of a lab science. Such a program provides a solid foundation for high quality college work, as well as a stronger application in a highly selective admission process.

Standardized Testing

Students must choose one of two options to satisfy the standardized testing requirement.

- The SAT I and three (3) SAT II subject tests (Writing, Mathematics I or IIC, and a third test of the student's choice)
- The American College Test (ACT)

All standardized test results are used in the admission process. Applicants are required to take all standardized tests no later than the November administration date of their senior year for Early Action and by December of their senior year for Regular Decision.

Domestic students for whom English is not a first language may elect to take the English Language Proficiency Test (E.L.P.T.). The Committee on Admission will select the best combination of test scores when evaluating an application. International students for whom English is not a first language are required to submit the Test of English as a Foreign Language (TOEFL) results.

Application Procedures

Regular Freshman Admission

Students applying to Boston College should submit the Boston College Supplemental Application for Admission and the Common Application along with the \$55.00 application fee no later than January 2. Both the Supplement and the Common Application are available in the Undergraduate Admission Bulletin or on the Internet. Candidates are notified of action taken on their applications between April 1 and April 15.

Early Action

Superior students who are seriously considering Boston College may want to apply through the Early Action Program. Early Action at Boston College is significantly more selective than Regular Decision. This would necessitate submitting the completed Boston College Supplemental Application and Common Application no later than November 1. Candidates will learn of the Admission Committee decision before December 25, but they will have the same deadline (May 1) as the other candidates to reserve their places.

Admission-In-Transfer

Transfer admission applications are available to students who have successfully completed three or more transferable courses at a regionally accredited college or university. Transfer students must have a minimum cumulative grade point average of 3.0 to be considered for admission. Competitive applicants have a 3.5 to 3.7 cumulative grade point average. In 2002, the average cumulative grade point average for admitted transfer students was 3.65. Students are encouraged to finish one full year of studies before seeking admission-in-transfer.

All candidates for admission-in-transfer should complete the Common Application, all Boston College supplemental application forms, and submit the \$55.00 application fee. All portions of the Transfer Application can be found in the Transfer Undergraduate Bulletin or on the Internet. Please note that a Boston College Dean's Certification Form must be submitted for every undergraduate institution attended full-time by the applicant. Additional copies of this form may be obtained by calling the Boston College Transfer Office at 617-552-3295 or from BC's website.

Transfer students must also submit the following: an official high school transcript, official reports of standardized test scores, and official transcript(s) of all courses taken at other colleges and universities. Transcripts must be sent directly to Boston College by the sending institution. Transcripts issued to students and photocopies will not be accepted. The deadline for submitting applications is April 1 for the fall and November 1 for the spring. Fall candidates will be notified of action taken on their applications between April 15 and June 1. Spring candidates will be notified between November 30 and December 25.

Transfer of Credit

The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit; lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

Courses not presented for review and evaluation at the time of application will not be accepted for credit at a later date.

No credit will be granted for internships, field experiences, practica, or independent study.

Grade point averages do not transfer with students. A new grade point average begins with the commencement of a student's career at the University, and reflects only work completed as a full time undergraduate at Boston College.

Courses taken during the summer prior to enrollment at Boston College must be approved in advance by the Office of Transfer Admission to avoid difficulty in the transfer of credits. After enrollment at Boston College, all summer courses must be approved in advance by the appropriate deans.

College courses taken during high school or the summer just following do not earn college credit but instead are considered for advanced placement.

Date of Graduation

A transfer student's date of graduation is determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy. The normal academic load for undergraduates is 5 courses per semester (4 for seniors). Thus, students are expected to have completed 10 courses at the end of one year, 20 at the end of two years, etc. In determining a transfer stu-

dent's date of graduation, leeway of 2 courses is allowed without loss of status. For example, students completing 8 to 10 transferable courses are accepted as first semester sophomores.

Students may not accelerate the date of graduation stated in the acceptance letter, with the following exception: students who enter Boston College after three or four semesters at a school where the normal academic program is 8 courses per year rather than 10, and who experience a loss of one semester in their status. If students have attended only one school prior to Boston College and the loss of status is due solely to differences between academic systems, students will be allowed to make up their status and graduate with their class. Any loss of status incurred by non-transferable courses may not be regained.

Please consult the Undergraduate Admission Bulletin for additional information about admission-in-transfer.

Residency Requirements

There is a four-semester residency requirement; students must spend four semesters as full-time students and complete a minimum of 18 one-semester courses to be eligible for the degree.

Special Students

Only those persons who wish to be enrolled as full-time day students are admitted by the Office of Undergraduate Admission. All other students wishing to attend Boston College on a part-time basis, for either day or evening classes, should contact the Dean of the James A. Woods, S.J., College of Advancing Studies, McGuinn 100, Boston College, Chestnut Hill, MA 02467.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement should make arrangements to take the Advanced Placement examinations given by the CEEB in May of each year. The examinations may be taken during sophomore, junior, or senior year of high school. Official score reports must be sent directly to Boston College from the Educational Testing Service. Advanced placement is awarded in specific areas as noted below.

NB: Qualifying A.P. scores help students to place out of Core requirements, but students are not granted course credit. However, if a student earns a minimum of 18 A.P. units, he/she may be eligible for Advanced Standing and graduate early. Students wishing to pursue this option should be in touch with their deans at the end of their first semester at Boston College. No decision on advanced standing will be made prior to this time.

Arts: Students receiving a score of 3 or more on the Art History or any of the Studio Art exams (Drawing, 2-D, 3-D) are considered to have fulfilled the Core requirement in Arts.

Computer Science: The A.P. exam in Computer Science does not fulfill Core requirements, however, elective equivalency will be earned with scores of 4 or 5.

English: Students receiving a 3 on the A.P. English Language exam are required to take one semester of the Literature Core requirement. Students receiving a 3 on the A.P. English Literature exam are required to take one semester of the Writing Core requirement. Students who receive a 4 or 5 on either English A.P. exam are considered to have fulfilled both the Literature and Writing Core requirements.

History: Students receiving a 4 or 5 on the A.P. exam in American History are considered to have fulfilled the American Civilization requirement for the History major. The A.P. exam in American History does not fulfill the History Core requirement of two European history courses. Students receiving a score of 4 or 5 on the A.P. exam in European History or World History are considered to have fulfilled the Core requirement in History.

Human Geography: This new exam is currently under review by the University.

Mathematics: Students receiving a score of 4 or 5 on the AB Calculus exam, or a 3 or more on the BC Calculus exam, are considered to have fulfilled the Core requirement in mathematics.

Natural Science: Students receiving a 4 or 5 on the A.P. exams in Biology, Chemistry, or Physics are considered to have fulfilled the Core requirement in Natural Science. Students receiving a 4 or 5 on the Environmental Science exam are considered to have fulfilled half of the Natural Science Core requirement.

Social Science: Students receiving a 4 or 5 on the A.P. exam in either U.S. Government and Politics, Comparative Government and Politics, Microeconomics, or Macroeconomics are considered to have fulfilled half the Social Science requirement. Students who have received a 4 or 5 on two of the preceding exams are considered to have fulfilled the Core requirement in Social Science.

Qualifying scores on the Psychology A.P. exam do not fulfill any Core requirements at BC. A score of 4 or 5 on the A.P. Psychology examination can be substituted for PS 111 Introductory Psychology II, but students substituting an A.P. exam score for PS 111 are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology.

Statistics: Students entering CSOM who have received a score of 4 or 5 on the A.P. Statistics exam are considered to have fulfilled the CSOM Statistics requirement.

Arts and Sciences and CSOM Foreign Language Proficiency Requirement:

Students receiving a score of 3 or better on the A.P. French, German, or Spanish exam (4 or 5 on the A.P. Latin or A.P. Greek exams) or a score of 500 or better on the SAT II foreign language exam (600 or better in Latin or Greek) have fulfilled the language proficiency requirement.

Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of C or better. Official college transcripts of these courses should be forwarded to the Undergraduate Admission Office by August 1.

Thirty-eight (38) courses will still be required for graduation unless exempted by a dean. Should a student earn the equivalent of 18 or more credits—whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six three-credit courses or any combination of these two methods—he or she will be eligible for advanced standing and the courses may be used for degree credit.

AHANA Student Information

AHANA is an acronym for African-American, Hispanic, Asian, and Native American students.

Fostering diversity is an important part of the University's educational mission. Boston College welcomes and encourages application from students of all backgrounds and cultures.

AHANA Student Programs

(African-American, Hispanic, Asian, and Native American)

The overarching aim of the Office of AHANA Student Programs is to promote the academic achievement of AHANA students at Boston College especially those who have been cheated educationally. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in

developing and implementing cultural programs. The Office of AHANA Student Programs is located in the Thea Bowman AHANA Center at 72 College Road, 617-552-3358.

Options Through Education Program

Sponsored by the Office of AHANA Student Programs, this six-week summer residential program has as its objective the goal of equipping 40 pre-freshmen, identified by the Admission Office as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in English and mathematics. In addition, the program seeks to introduce its students to the diverse resources available at Boston College and in the greater Boston community.

International Student Admission

International students are expected to submit the same credentials (transcripts, recommendations, SAT I and II, etc.) as United States applicants. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation. All international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) exam. A minimum score of 600 on the paper-based test, or 250 on the computer-based test is recommended. Students applying from British systems must be enrolled in an "A" level program to be considered.

International Baccalaureate (I.B.) Credit

Students with Higher Level passing scores of 6 or 7 earn six credits (2 courses) in Boston College's curriculum. Students who have taken both A.P. and I.B. examinations do not receive credit/placement for both. Students who earn credit for I.B. examination scores do not also fulfill Core requirements through A.P. examination scores.

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal financial aid programs that include Federal Stafford Loans, Federal Perkins Loans, and Federal Work-Study as well as need-based institutional undergraduate grant and undergraduate scholarship programs, and undergraduate state scholarship and loan programs.

Financial aid application materials generally become available in the Office of Student Services (Lyons Hall) each December for the following academic year. Students wishing to be considered for assistance from federal, state, or institutional sources must complete all required forms.

Most forms of assistance at Boston College, whether institutional, federal, or state, are awarded on the basis of financial need. Need is defined as the difference between the total expenses of attending Boston College and the calculated ability of the family to contribute towards those expenses. Students with the greatest financial need are given preference for most financial aid programs, and thus, tend to receive larger financial aid awards.

Application Information

In order to be considered for need-based financial assistance, the following forms must be completed:

Undergraduate:

- The Boston College Undergraduate Financial Aid Application Form
- The Free Application for Federal Student Aid (FAFSA)
- A complete, signed copy of student's and parents' most recent Federal Income Tax Return with W-2s
- When requested, a Non-Custodial Parents' Statement and tax return and/or Business/Farm Supplement

Undergraduate students applying for financial aid who are not residents of Massachusetts are expected to contact their individual state programs to determine if additional application materials are required beyond the FAFSA.

Graduate:

- The Boston College Graduate Financial Aid Application
- The Free Application for Federal Student Aid (FAFSA)
- A signed copy of student's (and spouse's, if married and filed separately) most recent Federal Income Tax Return, if selected for the federal verification process

The 2003-2004 Financial Aid applications for continuing graduate students are available at the graduate schools and at the Office of Student Services in Lyons Hall. Completion of this form and a FAFSA on the web are required to determine your eligibility for federal financial aid awards.

NOTE: Boston College graduate institutional funds (assistantships, fellowships, grants, scholarships, stipends, and tuition remission) are awarded by the individual graduate schools. Students who wish to be considered for these funds should contact the appropriate graduate school. It is important to note that receipt of these funds can affect eligibility for need-based funds.

Graduate students are not eligible for assistance from state scholarship programs or from the Federal Pell Grant Program. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

The University's estimate of student's financial need is based on an analysis of the information supplied on the appropriate documents listed above. A financial aid award or package will combine funds from various sources of assistance. These sources can include either institutional, federal, or state (undergraduate only) funds and can be in the form of grant, loan, or work.

Several assumptions are made in determining a student's financial aid award. A primary assumption is that the student and the family have the first responsibility to pay college expenses. All students are expected to borrow a Federal Stafford Loan each year. Students are also expected to work on a limited basis (10-20 hours per week) during the academic year.

Financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Total financial assistance received by a student cannot exceed total need. In the event that a student receives other "outside" assistance after Boston College has awarded aid, the student is required to report these awards to the Office of Student Services and the University may be required to adjust the need-based aid it is offering. However, it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first, to reduce unmet institutional need and second, to reduce a portion of the self-help component (work or Federal Perkins Loan) of a financial aid award. Only after those considerations would scholarship or grant monies possibly be affected. The Federal Stafford Loan is reduced last. "Outside" assistance is defined as any assistance awarded by any agency, department, etc., other than the Boston College Office of Student Services. Assistance received from other University departments, such as Athletics, Housing, Graduate departments, etc., must be incorporated into the need-based package and can in fact reduce that need-based award. State scholarships are not considered outside aid and will generally be used to reduce the Boston College grant or scholarship assistance.

Students participating in the International Study Program or Resident Assistant (RA) programs are encouraged to check with their Financial Services Associate as this program may affect receipt of financial aid funds including Boston College scholarship or grant funds.

Specific information on the various programs, conditions, and procedures, and the various financial aid application deadline dates, can be found in the Boston College Student Guide, the Boston College Financial Aid Application Form, the Boston College Financial Aid Award Letter, and the Financial Aid Award Information booklet. Students are expected to be familiar with the contents of these sources as well as all other materials or documents that may be distributed by the Boston College Office of Student Services.

General Information

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. Students receiving a Federal Perkins Loan and/or a Federal Nursing Student Loan are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all Federal Work-Study dates and deadlines.

All financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, enrollment in the Woods College of Advancing Studies) has not changed. Any change in the student's status must be reported to the Office of Student Services as it can affect the financial aid award. Students receiving Federal Title IV funds are subject to the following Withdrawal/Refund Process. The University and the student will be required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received and will not owe a repayment of Federal Title IV grant funds. If the University returns funds to the Title IV aid programs, it could result in the student owing Boston College charges that were originally paid at the time of disbursement. Students may also be required to return funds released to them for personal expenses. Monies will be returned to the Title IV programs and not to recipients. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

In addition, all financial aid recipients must maintain satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial Services Associate.

When applying for financial aid, the student has the right to ask the following:

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.

- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
 - how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
 - students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.
- A student also has the responsibility to:
- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
 - provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
 - read and understand all forms he or she is asked to sign, and keep copies of them.
 - perform in a satisfactory manner the work that is agreed upon in accepting a Federal Work-Study job.
 - know and comply with the deadlines for applications or reapplications for financial aid.
 - know and comply with the College's refund procedures.
 - notify the Office of Student Services and the lender of a loan (i.e., Federal Stafford Loan) of any change in name, address, or school status.
 - complete the Entrance Interview process if he or she is a new loan borrower.
 - complete the Exit Interview process prior to withdrawal or graduation.

FIRST YEAR EXPERIENCE

The Office of First Year Experience was created in 1990 as a response to the perceived needs of universities to orient and monitor more effectively the progress of first year and transfer students. Research has strongly indicated that the initial experience and the first months of a student's matriculation are pivotal to overall success in college. The First Year Experience concept at Boston College has a dual focus. First, to introduce the new students to the resources of the University so that they might maximize the integration of their gifts and skills with the challenge afforded them at Boston College. Second, to assist in the inculturation process whereby these new students come to understand, appreciate, and act upon the uniqueness of Boston College as a Jesuit university in the Catholic tradition. The second stage is not seen as an exclusionary mark, but rather as a foundational and guiding philosophy which underpins the efforts of all in the University community. The concept of "magis," for the greater, is seen as a way of understanding personal development and service to others as integral to our pursuit of excellence. This vision we call Ignatian.

The two elements of the First Year Experience practically come together in the first instance during the seven summer Orientation

sessions which extend over three days and two nights. A student program runs concurrently with a parent/guardian program during each session.

During the student program, academic advising and registration of classes along with discussion of issues concerning diversity, alcohol, sexuality, service, learning resources, and the intellectual and spiritual life are discussed. The forums for discussion are designed in a more interactive format with the assistance of carefully selected and trained Orientation Leaders who are upper class students and peers. The components of the program are developed to inculcate spirit about Boston College and an acquaintance with the University's values and its expectations for its students.

The parent/guardian program seeks to develop themes surrounding the issues of transition and adjustment which families will experience as a member enters college. Likewise, the issues of community standard surrounding alcohol, sex, diversity, and academic performance are addressed.

Once the academic year begins, FYE has organized programs aimed at continuing support for first year students as they negotiate the beginning of their college career. 48HOURS is a retreat program open to all first year students who are interested in finding ways to take advantage of BC's intellectual, social, and spiritual resources. On this two-day retreat, participants will hear senior student leaders speak personally and openly about their own college experiences, focusing particularly on their first year ups and downs in regards to the topics of freedom and responsibility, the challenge of academics, co-curricular involvement, unexpected social pressures, and friends and relationships.

The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (UN 201) is a Cornerstone Initiative seminar that introduces first year students to college life.

The Leadership Project: An immersion experience occurring over the spring break incorporating the process and practice of leadership with a generous heart. First Year students will explore what it means to serve, to be a leader, and to have a vocation in life.

Our service will be primarily urban Boston, and we will be working with area professionals, executives, and alumni from Boston College.

In essence, First Year Experience is attempting to create what Ernest Boyer describes as the scholarship of engagement. It does so uniquely in the Jesuit tradition. It does it as a first rate academic institution interested in the development of character and leadership for a more just and humane twenty-first century.

SPECIAL PROGRAMS

Center for International Partnerships and Programs

Each year more than 700 hundred students spend either all or part of the year studying abroad. Boston College administers programs in Australia, Belgium, Brazil, Canada, the Caribbean, Chile, China, Cuba, Denmark, Ecuador, England, France, Germany, Ghana, India, Ireland, Israel, Italy, Japan, Korea, Mexico, Morocco, the Netherlands, Norway, the Philippines, Poland, Russia, Scotland, South Africa, Spain and Sweden. Students may also enroll at other approved universities abroad or in programs sponsored by American colleges and universities or independent organizations.

Contact: Marian B. St. Onge, Center for International Partnerships and Programs.

Australia

Monash University

Semester or full-year program at the 1994 Australian University of the Year. Undergraduate and graduate.

University of Melbourne

Semester or full-year program at one of Australia's most distinguished research universities. Undergraduate and graduate.

Murdoch University

Semester or full-year program in Western Australia with offerings across the disciplines. Undergraduate.

Notre Dame University

Semester or full-year program in Fremantle with a wide range of courses. Undergraduate and graduate.

University of New South Wales

Semester or full-year program in Sydney with offerings across the disciplines. Undergraduate and graduate.

Brazil

Pontifical Catholic University of Rio de Janeiro

Semester or full-year program with course offerings in all disciplines. Undergraduate and graduate.

Canada

Queen's University

Semester or full-year program in Ontario with course offerings in management, economics, humanities, social sciences, physical sciences, and education. Undergraduate and graduate.

Chile

Catholic University of Chile

Semester or full-year program in Santiago at Chile's premiere Catholic university. Undergraduate and graduate.

China

Hong Kong University of Science and Technology

Semester or full-year English-language program for CSOM students. Undergraduate and graduate.

Peking University

Semester or full-year program at China's most prestigious university. Offerings in Chinese language and culture, history, politics, and international business. Undergraduate and graduate.

East China Normal University

Semester or full-year program with courses in history, politics, culture, and international business. Undergraduate or graduate.

Jesuit Universities China Program

Semester or full-year program in Beijing focusing on Chinese language, culture studies, and business courses. Undergraduate only.

Denmark

Copenhagen University

Semester or full-year program with courses in humanities, social sciences, law, health science, natural science, and theology. Undergraduate and graduate.

Copenhagen Business School

Semester or full-year programs for CSOM or economics students. Undergraduate and graduate.

Ecuador

Universidad San Francisco de Quito

Semester or full-year programs for students with Spanish-language skills across the disciplines, including Latin American and environmental studies. Undergraduate only.

El Salvador

Casa de la Solidaridad

Semester program in San Salvador for students with intermediate Spanish proficiency. Combines academic coursework with service projects. Undergraduate only.

England

Advanced Studies in England

Semester program (with full-year option for LSOE students) for American students based in Bath and run in collaboration with Oxford University. Undergraduate.

King's College

Semester or full-year program in London with course offerings across the disciplines including an excellent premedical program. Graduate law program examines international and comparative law. Undergraduate and graduate.

Lancaster University

Semester or full-year program across the disciplines including excellent courses in the sciences for pre-medical students. Undergraduate and graduate.

London School of Economics

Full-year program in social sciences, management, and economic history. Undergraduate and graduate.

Oxford University

Full-year program for A&S students at Manchester College, Mansfield College, St. Edmund Hall, and Pembroke College. Undergraduate and graduate.

Queen Mary

Semester or full-year program at the University of London's East End campus for A&S students. Undergraduate and graduate.

University College London

Semester or full-year program at the University of London's top-ranked college in central London. Undergraduate and graduate.

Royal Holloway

Semester or full-year program at one of the largest colleges of the University of London with a wide range of course offerings. Undergraduate and graduate.

France

The Bordeaux School of Business

Semester or full-year program for business students at one of the oldest and largest business schools in France. Undergraduate or graduate.

The University of Paris

Semester or full-year program with a wide curriculum at more than a dozen campuses. Undergraduate and graduate.

Political Science Institute (Sciences Po)

Spring semester or full-year program in Paris at France's premiere institute for the study of political science, international studies, and business. Undergraduate and graduate.

Institut Catholique

Semester or full-year program in Paris offering excellent courses particularly in theology and philosophy. Undergraduate and graduate.

Institute of Management and Business Administration Paris (IMBAP)

Fall or spring semester program for management students. Curriculum in French and in English. Undergraduate only.

Critical/Contemporary French Studies Paris

Semester or full-year interdisciplinary program focusing on contemporary critical French thought. Undergraduate and graduate.

BC in Paris

Semester or full-year program based in either the University of Paris or the Institut Catholique. Offers a wide range of disciplines. Undergraduate and graduate.

University of Strasbourg

Semester or full-year exchanges with the Political Science and Management Institutes at Robert Schuman University as well as with the University Marc Bloch. Undergraduate and graduate.

Germany

Dresden University

Spring semester or full-year program with course offerings across the disciplines. Undergraduate and graduate.

Eichstatt Catholic University

Spring semester or full-year program with offerings in arts and sciences, business and education. Undergraduate and graduate.

Stuttgart/Heidelberg

Spring semester program for business students. Two-month intensive language program at the University of Heidelberg; students then move to Stuttgart to enroll in business courses at the University of Cooperative Education. Undergraduate only.

Greece

University of Athens

Semester or full-year program with course offerings in Modern Greek and English in a broad range of disciplines. Undergraduate and graduate.

University of Thessaloniki

Semester or full-year program with course offerings in Modern Greek and English in a broad range of disciplines. Undergraduate and graduate.

Ireland

Queen's University Belfast

Semester or full-year program across the disciplines in Northern Ireland's most distinguished university. Undergraduate and graduate.

University of Ulster

Semester or full-year program offering wide range of disciplines throughout the University's four campuses. Undergraduate and graduate.

University College Cork

Fall semester or full-year program offering humanities, management, science, and law. Undergraduate and graduate.

Trinity College Dublin

Full-year program in management and the humanities at one of Europe's oldest and most famous institutions. Undergraduate and graduate.

University College Dublin

Semester or full-year program (fall or full-year for A&S) with offerings across the disciplines and at every level. Undergraduate and graduate.

National University of Ireland Maynooth

Semester or full-year program in a campus environment outside of Dublin. Undergraduate and graduate.

National University of Ireland Galway

Semester or full-year program (fall or full year for A&S) with course offerings across the disciplines. Undergraduate and graduate.

Israel

Hebrew University

Semester or full-year program with the Rothberg International School in Jerusalem. Undergraduate and graduate.

Italy

Intercollegiate Center for Classical Studies

Semester program in Rome for students in classics, history, archaeology, or art history. Undergraduate.

John Cabot University

Semester or full-year program for students with course offerings in English. Undergraduate.

University of Parma

Semester or full-year program for students with courses in English. Undergraduate and graduate.

Japan

Sophia University Tokyo

Spring semester or full-year program in Tokyo with course offerings in English covering a wide range of disciplines. Undergraduate and graduate.

Waseda University Tokyo
Spring semester or full-year program in Tokyo with course offerings in English covering a wide range of disciplines. Undergraduate and graduate.

Korea

Sogang University Seoul
Semester or full-year program offering a wide range of courses in Korean and English. Undergraduate and graduate.

Mexico

Iberoamericana University
Semester or full-year program in Mexico City for students with post-intermediate Spanish language skills. Undergraduate.

Morocco

Al Akhawayn University
Semester or full-year program in Ifrane at a new private English-language university. Undergraduate.

The Netherlands

University of Amsterdam
Semester or full-year program with English courses available campus-wide. Undergraduate and graduate.

Katholieke Universiteit Nijmegen
Semester or full-year program in English literature and American Studies. Undergraduate and graduate.

Leiden University
Semester or full-year program offering a wide range of courses in English. Undergraduate and graduate.

Norway

University of Bergen
Semester or full-year program with wide ranging curriculum in English. Undergraduate and graduate.

The Philippines

Anteneo de Manila University
Fall semester program (or full-year by special arrangement) in English which combines coursework with a one-month service project. Undergraduate.

Poland

Jagiellonian University
Semester or full-year program in politics, sociology, and Polish language, literature, and culture. Undergraduate and graduate.

Russia

BC Study Programs in Sankt-Peterburg
Semester or full-year program focusing on Russian literature and language. Undergraduate and graduate.

Scotland

University of Glasgow
Semester or full-year program in business, nursing, humanities, social sciences, fine arts, and law. Undergraduate and graduate.

South Africa

University of Cape Town
Semester or full-year program of studies in Cape Town for students across the disciplines. Undergraduate.

Rhodes University
Semester or full-year program of studies in Grahamstown for students across the disciplines. Undergraduate or graduate.

Spain

Autonoma University
Spring semester or full-year program in Madrid offering science, humanities, and social sciences. Undergraduate and graduate.

Complutense University
Semester or full-year program in the oldest public university of Madrid offering all disciplines. Undergraduate or graduate.

Universidad Carlos III

Semester or full-year program in Madrid's newest public university. Course offerings across the disciplines. Undergraduate and graduate.

Madrid Business Program: Universidad Pontificia Comillas

Semester or full-year program for students with very strong Spanish language skills. Undergraduate and graduate.

Universidad de Alicante

Semester or full-year program for students in all disciplines, including nursing. Undergraduate and graduate.

Universidad Pompeu Fabra

Semester or full-year program in Barcelona offering courses in all disciplines. Undergraduate and graduate.

ESADE

Semester or full-year program in Barcelona for students of management or law. Undergraduate and graduate.

Universidad de Deusto

Semester or full-year of study in Spain's Basque country on campuses in San Sebastian and Bilbao. Undergraduate and graduate.

Sweden

Uppsala University

Semester or full-year program in Sweden's elite university. Wide range of curricula in English. Undergraduate and graduate.

Summer Programs

Bulgaria

University of Sofia

Four week summer program introduces students to Bulgarian history, language, folklore, literature and politics.

Costa Rica

Monteverde Institute

A three-week summer course focusing on the political economy of tropical rain forest conservation.

England

Advanced Studies in Bath

A five-week summer course comprising of two core courses. Also, provides students with an opportunity to explore the countryside.

France

Strasbourg Summer Institutes

Short, non-credit program introduces students to European institutions, politics, and policies.

French Language Program in Paris

Four-week summer program designed for students with an intermediary level in French with the aim of enabling students to fulfill their foreign language requirement.

Germany

Catholic University of Eichstatt

Eight-week program with a focus on German language. Also, gives students the opportunity to take courses in German literature or European economics or politics.

Greece

Tracing the Paths of Ancient and Modern Athens

Three-week program designed to provide students with an in-depth understanding of the sites and museums of ancient Athens and its surroundings.

Ireland

Abbey Theatre Program

Six-week summer theatre workshop in Dublin. Undergraduate and graduate.

Italy

Florence Summer Program

A three-week program focusing on the Renaissance art and architecture in Italy. Undergraduate.

Parma Language Program

Three-week intensive Italian language course designed for students with one year of Italian. Undergraduate and graduate.

Contemporary Catholic Ethics in Rome and Assisi

Four-week program on contemporary Catholic ethics taught by faculty of the Gregorian University, a Jesuit institution tracing its origins to Ignatius of Loyola.

Russia

Russian Language and Culture Program

An intensive program in Russian language and culture in Sankt Peterburg.

Spain

Madrid Naturalmente: Spanish Language and Culture Program

Intensive month-long language program for students with intermediate level Spanish and above. Undergraduate and graduate.

Internships

Dublin Summer Internship Program

Six-week business internship program in cooperation with the Center for Irish Management. Students are placed in local businesses, government agencies, law firms and schools and given comprehensive on-site orientation.

Melbourne Business Internship Exchange

Six-week internship programs where students work in local businesses, government agencies and schools as well as participates in various cultural excursions.

Other Opportunities

M.B.A. Summer Experience

International program for M.B.A. students. Destination varies from year to year. Graduate.

Overseas Teaching Program

Students perform elementary or secondary student teaching practicums abroad. Undergraduate and graduate.

Presidential Scholars European Program

This program focuses on contemporary European history and politics from the French perspective. Undergraduate.

Volunteer Programs

Short-term volunteer opportunities are available during vacation periods in Belize, Jamaica, Mexico and Nicaragua. Undergraduate and graduate. Contact: Ted Dziak, S.J. (Chaplaincy)

Exchange Program

The Washington Semester Program

This semester-long program is offered in cooperation with American University in Washington, D.C. Students are housed at American University and work in one of a number of government jobs arranged by the program's local directors. They also attend seminars and conduct a lengthy research project. Students completing this program receive one semester of academic credit. Interested students should contact Associate Dean Carol Hurd Green, Office of the Dean, College of Arts and Sciences and the Center for International Partnerships and Programs.

Visit the Center for International Partnerships and Programs for information about BC's international programs for undergraduates, graduates, and faculty as well as professional opportunities abroad.

FACHEX (Faculty and Staff Children Exchange) Program

FACHEX is an undergraduate tuition remission program for children of full-time faculty, administrators, and staff at participat-

ing Jesuit colleges and universities. The program is administered through the Benefits Office and the Office of the Dean of Enrollment Management.

For Boston College employees, five consecutive years of full-time employment is required for establishing initial eligibility for the program. After conferring with the Benefits Office, parents and students should visit Boston College's FACHEX web site (<http://www.bc.edu/fachex>) for information about participating colleges and universities, and for details on how to apply for FACHEX at these institutions.

Employees should be aware, however, that FACHEX awards tend to be extremely limited in number and are highly competitive. As a result, there are no guarantees to the children of any given faculty or staff member that they will be able to utilize the FACHEX benefit at the institution of their choice.

Employees at other participating institutions should ask their respective Benefits Offices for information on requirements for eligibility. Parents and students should then visit the Boston College FACHEX web site to view the necessary procedures and conditions for FACHEX applicants.

Pre-Professional Programs

Prelegal Program

Boston College offers prelegal advisement through the Pre-Law Advisory Board, which is composed of faculty members and administrators who advise students about careers in law and about the academic and extracurricular programs that will best prepare them for entry into law school. The Board in cooperation with the Bellarmine Law Academy (the student prelaw association) and the Boston College Career Center present a series of panels each year on different aspects of the legal profession and the law school admission process. Members of the Board are also available to meet individually with students interested in law as a career whenever questions or concerns arise. While no particular major is preferred by law schools, it is recommended that students include at least some of the following courses in their programs of study: Logic, Mathematics, Law, Public Speaking, English (especially intensive writing courses), History, Sociology, and Political Science. You can indicate your interest in receiving announcements of PreLaw panels and activities by registering on-line or at Student Services for the prelaw program. For further information, contact the Chairperson of the Prelaw Advisory Board, Dean Joseph Burns, Gasson 106, 617-552-3272.

Premedical/Pre dental Program

Medical, dental and veterinary schools welcome all good students, not just science majors. Thus, the student planning to pursue one of these careers may choose for his or her major field any one of the humanities, natural sciences, or social sciences. However, health professions schools expect every serious applicant to be well grounded in the basic sciences and to be familiar, through practical experience, with laboratory techniques. For these reasons, most medical, dental, or veterinary schools require one year of the following:

- General Chemistry with lab
- Organic Chemistry with lab
- Introductory Biology with lab
- Physics with lab
- English

In addition, one year of mathematics is usually strongly recommended. Some medical schools require Calculus. A few schools (particularly veterinary medical schools) have additional required courses, such as biochemistry.

Three Year or Four Year Sequencing:

Three Year Program: Undergraduates who plan to enter medical/dental/veterinary school the fall after they graduate will need to complete all required courses (see above) by the end of their junior year. They, then, can file applications the summer before senior year. While simultaneously taking junior year course work, we recommend that students study for, and take the Medical College Admissions Test (MCAT) at the end of spring semester (late April) of their junior year. Students taking the Dental Admissions Test (DAT) are encouraged to take it in early summer (e.g., May/June). In addition to the above, health professions graduate schools expect a high level of academic performance, significant exposure to the health field, and other meaningful experiences.

Clearly this is a good deal to accomplish in three years and, for this reason, increasing numbers of students choose the four year option below. Nevertheless, if you follow the three year program and are a competitive candidate, you would be invited for interviews during the fall or early winter of your senior year. If accepted, you would begin graduate school in August/September after your graduation from B.C.

Four Year Program: An increasing numbers of students at B.C., and at other institutions, are applying to graduate schools in the health professions at the end of their senior year—or even later. Students who delay their applications have the opportunity to pursue other interests and/or opportunities (e.g., study abroad, completing a thesis, minoring in a non-science discipline, volunteer work, research) in a more leisurely fashion, thus potentially making them more attractive candidates. This is an option for students who have performed modestly during freshman year, since it may allow them to bring their grades into a more competitive range. The four year option also allows for more flexibility in terms of deciding when to take the entrance exams (MCAT, DAT). The average age for students beginning graduate schools in the health professions is approximately 25, and therefore, the majority of students do not enroll directly after graduating from college.

Non-Science Majors: Program Options

A variety of options are available for non-science majors. They should plan their science and mathematics courses in relation to the courses required in their potential major. Introductory Biology (BI 200-202) is the biology course that students should take to fulfill health professions school requirements. General Biology laboratory (BI 210-211) fulfills the biology laboratory requirement. Several three and four year options appear below (Options A-E), but other sequences are possible:

Option A: Non-Science Majors—Three Year Option

Freshman Year

- Introductory Biology (BI 200-202)*
*General Chemistry (CH 109-110) or its equivalent is a prerequisite or corequisite for Introductory Biology (BI 200-202)
- General Biology Lab (BI 210-211)
- General Chemistry (CH 109-110)**
**or the honors chemistry courses, Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120)—both by invitation of the instructor only
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)***
*** or, if supported by AP exam or Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 230)

- English Core Requirement
- Electives/Core Courses

Sophomore Year

- Organic Chemistry (CH 231-232)

- Organic Chemistry Lab (CH 233-234)
- Possible Biology Elective
- Major Requirements
- Electives/Core Courses

Junior Year

- Physics (PH 211-212)****
****Foundations of Physics (PH 183-184) and its associated laboratory (PH 101-102) also fulfill health professions school requirements, but the Premedical Committee recommends PH 211-212 and its associated lab (PH 203-204).
- Physics Lab (PH 203-204)
- Possible Biology Elective
- Major Requirements
- Electives/Core Courses

Option B: Non-Science Majors—Three Year Option

This option is the same as Option A above, except that mathematics (e.g., MT 100-101) is taken sophomore year along with Organic Chemistry (CH 231-232) and Organic Chemistry Lab (CH 233-234). This allows freshman year to be slightly less math/science oriented.

Option C: Non-Science Majors—Three Year Option

This option is the same as Option A above, except that Introductory Biology (BI 200-202) and General Biology Lab (BI 210-211) are taken sophomore year, along with Organic Chemistry. This option significantly lessens the freshman year course load, but makes sophomore year, with Organic Chemistry and Biology, quite demanding. Also, students may not know whether they are academically competitive until the end of their sophomore year.

Option D: Non-Science Majors—Four Year Option

In this program, students complete Option A during their first three years. During senior year, students have time to complete additional science electives, research, and any other projects of interest. Some recommended science electives include Biochemistry, Molecular Cell Biology, Genetics, and Physiology. Students can then apply to graduate schools in the health professions at the end of their senior year, and admissions committees have four (instead of three) years work to evaluate. This option allows students to strengthen their candidacy before applying, thus increasing their chances for admission.

Option E: Non-Science Majors—Four Year Option

This option is especially appropriate for students who feel that their high school science/mathematics background is weak. Following this option, students take one required science course each year (see Option A above for course listings). Mathematics should generally be taken either freshman or sophomore year. Though this option allows students to ease into and spread out their premedical/pre dental course work, the potential disadvantages are the following: (1) Students may not know whether their grades are competitive until their third or fourth year at Boston College. (2) Once enrolled in medical or dental school, students must take many challenging science courses simultaneously each semester, so even a solid performance in Option E may not prepare them effectively for a rigorous graduate school curriculum.

Science Majors: Program Options

Biology Majors

B.S. Program: The B.S. in Biology fulfills all of the core premedical/pre dental requirements listed above. The premedical/pre dental biology laboratory requirement is fulfilled by completing BI 310 Molecular Cell Biology Lab and BI 311 Genetics Lab during sophomore year. Therefore BI 210-211 General Biology Lab is optional for Biology majors.

B.A. Program: The B.A. program in Biology does not fulfill all of the premedical/pre dental requirements listed above. The B.A.

in Biology only requires one semester of mathematics. In addition, the B.A. does not require Organic Chemistry (with lab) or Physics (with lab). To fulfill premedical/predental requirements, the B.A. Biology major must therefore take one full year of Organic Chemistry (with lab), Physics (with lab), and mathematics. The premedical/predental biology laboratory requirement is fulfilled by completing BI 310 Molecular Cell Biology Lab and BI 311 Genetics Lab during sophomore year. Therefore, BI 210-211 General Biology Lab is optional for Biology majors.

Recommended course sequences for Biology majors (B.A. and B.S.)

Freshman Year

- Introductory Biology (BI 200-202)*
*General Chemistry (CH 109-110) or its equivalent is a pre-requisite or corequisite for Introductory Biology (BI 200-202)
- General Chemistry (CH 109-110)**
**or the honors chemistry courses Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120)—both by invitation of the instructor only
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)***
***or, if supported by AP exam or the Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 & BI 230)
- English Core Requirement
- Electives/Core Courses

Sophomore Year

- Organic Chemistry (CH 231-232)
- Organic Chemistry Lab (CH 233-234)
- Molecular Cell Biology (BI 304)
- Molecular Cell Biology Lab (BI 310)
- Genetics (BI 305)
- Genetics Lab (BI 311)
- Electives/Core Courses

Junior Year

- Physics (PH 211-212)
- Physics Lab (PH 203-204)
- Biology Electives
- Electives/Core courses

Biochemistry Majors

The requirements of the Biochemistry major at Boston College fulfill all of the core premedical/predental requirements outlined above. For a complete listing of the required courses for this major, please refer to the appropriate program description in the Catalog and/or departmental web site. Biochemistry majors fulfill their biology premedical laboratory requirement by completing BI 310-311 Molecular Cell Biology and Genetics Laboratory during sophomore year. Therefore, BI 210-211 General Biology Lab is optional for Biochemistry majors.

Chemistry Majors

The requirements for the Chemistry major fulfill most, but not all, of the core premedical/predental/preveterinary requirements. There is no biology course required for the major. Therefore, most Chemistry majors take Introductory Biology (BI 200-202) and General Biology Laboratory (BI 210-211) during junior year. MT 102-103 is the required mathematics sequence for Chemistry majors. For a complete listing of the required courses for the Chemistry major, refer to the program description in this Catalog or to the department's website.

Advanced Placement

For specific information regarding advanced placement, contact the Premedical Programs Office at premed@bc.edu.

Further Information

Detailed Premedical Advising Packets are available in the Premedical Office in Higgins 648. If you would like to speak with a staff member, please call us at 617-552-4663 or email us at premed@bc.edu.

Presidential Scholars Program

The Presidential Scholars Program is a university-wide, four-year co-curricular honors program that uniquely expresses the Jesuit heritage of Boston College. Approximately fifteen incoming freshmen are chosen each year from the top 1-2 percent of the national pool of students applying for Early Action admission to Boston College. Students are selected on the basis of superior academic achievement and promise, leadership potential, and a demonstrated commitment to service to society. The Program offers these extraordinary individuals the richest academic experience available at Boston College, one that encourages the pursuit of excellence both within and beyond the university walls.

In addition to enrollment in one of the University's several honors programs, during the academic year Scholars are introduced through an Evening Speaker series to leaders from a wide variety of fields—including the arts, business, education, government, law, medicine and social service—who share their experiences and insights on important issues facing contemporary society. These speakers serve as sources of information on educational and career possibilities; as role models for creating and balancing meaningful work, family and community involvement; and as potential mentors. A complementary series of workshops ("Leadership 101") offers advice and training in practical skills to help Scholars realize their personal and professional goals, including time management, resume development, interviewing skills, fellowship application, stress reduction, and others.

In the summers, Scholars are challenged to test and apply what they have learned at Boston College to the world beyond the campus by participating in experiential learning programs focusing on community service (after the first year), international study and travel (after the second year), and professional internship (after the third year).

Through this carefully balanced combination of academic rigor and co-curricular opportunities and challenges, the Presidential Scholars Program seeks to develop exceptional scholars and leaders for the Boston College community and far beyond.

The PULSE Program

See full description of the PULSE Program in the Philosophy Department.

Reserve Officers Training Program

Air Force Reserve Officer Training Program

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officer Training Corps Program. Scholarships (full and partial) are available to qualified students for four, three or two years and include tuition (full or partial), books, fees, and \$250-400 per school month stipend depending on year in school. Freshmen and sophomores can compete for two- and three-year scholarships, some of which would cover full tuition, others which cover \$15,000 per academic year. Academic specialties for scholarships include any majors. All training, drills and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty) while pilots are obligated for eight years active duty after completion of flight school. To obtain further information, contact Associate Dean for Student Development D. Michael Ryan, 617-552-3470, or the Department of Aerospace Studies, Boston University, 617-353-4705.

Army Reserve Officers Training Program

The U.S. Army offers the Reserve Officers Training Corps (ROTC) program in cooperation with Northeastern University. Boston College students take most classes and the majority of training on the Chestnut Hill campus. Basic Course (freshmen/sophomore) classes are one hour per week. Advanced Course (junior/senior) classes are two hours per week and require additional lab work. Upon graduation, ROTC students receive a commission of Second Lieutenant in the U.S. Army.

Scholarship and Financial Support:

Some four-year and a limited number of two-and three-year ROTC scholarships are available for interested, qualified, selected students. A limited number of three-and four-year scholarships are available strictly for students in the Connell School of Nursing through the Partnership in Nursing Education program (617-552-4274). Advanced Course and scholarship students receive stipends of between \$250-400 per school month, depending on the year in school. Scholarship students receive 80 to 100% tuition payment and \$600 annually for fees, books, supplies and equipment. Boston College also awards additional incentives for ROTC scholarship students. For more details, contact the Department of Military Science Extension Center at Boston College, Carney Hall, Room 25, 617-552-3230, or refer questions to the Office for Student Development, Associate Dean D. Michael Ryan, 617-552-3470.

Navy Reserve Officer Training

Qualified BC students may cross enroll in Navy Reserve Officer Training (and the Marine Corps Option) at Boston University. Three-and four-year programs exist with possible scholarships (full tuition, some books/fees expenses, but no room and board, with a \$250-400 per school month stipend depending on year in school). All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, please contact Associate Dean for Student Development D. Michael Ryan, 617-552-3470, or the Department of Naval Sciences, Boston University, 617-353-4232.

Marine Corps Platoon Leaders' Class

Available in connection with the Marine Officers Selection Office, Boston, the PLC Program is open to qualified freshmen, sophomores and juniors. No formal classes or training takes place during the academic year.

Student/candidates attend Officer Candidate School (Quantico, VA) training either in two 6-week sessions (male freshmen/sophomores) or one 10-week session (male and female juniors/seniors). Pay and expenses are received during training. No commitment to the USMC is incurred after OCS until a degree is awarded and a Second Lieutenant's commission issued. Service obligations are then 3 1/2 years active duty or longer if aviation positions. Student/candidates may drop from the program at any time prior to commissioning. For more information, contact the Marine Officer Selection Office, Boston, at 1-888-753-8762.

Undergraduate Faculty Research Fellows Program

The Undergraduate Faculty Research Fellows Program enables students to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based upon the scope and duration of the project. Academic credit is not granted through the program. All full-time undergraduates are eligible, although a limited number of students may be supported each semester. Fellowships are also available for summer terms. Contact your dean's office for more information or inquire with faculty directly to express your interest in being involved in their research.

University Capstone Courses

The University Capstone Program helps students to "cap off" their BC experience by a review of their BC education and by a preview of their major life commitments after college. Capstone offers several integrative seminars each semester for seniors and second-semester juniors in all schools. The Capstone seminars address the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality. Capstone seminars are taught by faculty from various schools and departments within Boston College, and are limited to 15 to 20 students. See the University Courses section.

ACADEMIC INTEGRITY

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the university and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

Standards

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not restricted to the following:

Cheating is the fraudulent or dishonest presentation of work.

Cheating includes but is not limited to:

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

Plagiarism is the deliberate act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;

- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

Collusion is defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity

Students have a responsibility to maintain high standards of academic integrity in their own work, and thereby to maintain the integrity of their degree. It is their responsibility to be familiar with, and understand, the University policy on academic integrity.

Students who become aware of a violation of academic integrity by a fellow student should respond in one of the following ways.

- Students may discuss their concerns with the student whom they suspect of a violation. Direct contact by another student may be the best means of resolving the problem. Repeated demonstration of student concern for academic integrity will in the long run build a peer-regulated community.
- If the incident is a major violation or part of a repeated pattern of violations, students should bring their concerns to the attention of the instructor, or to the appropriate department chairperson or associate dean. Suspected violations by students reported to members of the faculty or to an associate dean will be handled according to the procedures set forth below.

Students who have serious concern that a faculty member is not living up to his or her responsibility to safeguard and promote academic integrity should speak with the faculty member directly, or should bring their concern to the attention of the department chairperson or associate dean.

Faculty Roles in Fostering Academic Integrity

Faculty members should provide students with a positive environment for learning and intellectual growth and, by their words and actions, promote conditions that foster academic integrity.

Faculty should be concerned about the impact of their behavior on students. Students are sensitive to messages communicated in informal discussions and in casual faculty remarks about personal decisions and value judgments. Students are perhaps most sensitive to how responsibly faculty members fulfill their obligations to them in the careful preparation of classes, in the serious evaluation of student achievement, and in their genuine interest in and availability to students.

Faculty should promote academic integrity in the following specific ways.

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.
- Proctors should be present at all examinations, including the final examination, and should provide students with an environment that encourages honesty and prevents dishonesty.
- Faculty should be careful to respect students' intellectual property and the confidentiality of student academic information.
- Assignment of grades, which is the sole responsibility of the instructor, should be awarded in a manner fair to all students.

Academic Deans

Academic deans have overall responsibility for academic integrity within their schools. In particular, deans' responsibilities include the following:

- promoting an environment where academic integrity is a priority for both students and faculty,
- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

Procedures

In each school a Committee on Academic Integrity with both faculty and student members is to be constituted annually.

When a faculty member determines that a student's work violates the standards of academic integrity, that faculty member should discuss the violation with the student and impose a penalty deemed appropriate to the offense, or refer the matter to the student's associate dean. Penalties may include resubmission of the work, a grade of 0 for the work submitted, failure in the specific course component, or failure in the course.

In all cases where a faculty member determines that the offense was not the result of a misunderstanding and elects to impose a penalty greater than resubmission of the work, a letter of notification describing the incident and the penalty is to be sent to the student's associate dean.

On receipt of such a notification the associate dean will notify the student of the allegation and the penalty, and will retain a record of the incident in a confidential file in the Dean's office.

Each reported violation of the standards of academic integrity will be reviewed by the Committee on Academic Integrity of the student's school. In cases involving students from more than one school, or students in joint or dual degree programs, the Committees on Academic Integrity of the pertinent schools will cooperate in their review.

A board chosen by the chairperson of the Committee on Academic Integrity from the full Committee will be assigned to each case, with one of the faculty members as chairperson of the review board. The associate dean will serve as a non-voting administrative resource, and will maintain the Committee's record of notifications and relevant materials.

The faculty member bringing the accusation and the student will be notified that the case is under review by the Academic Integrity Committee. The student will be given an opportunity to respond to the faculty member's notification letter in writing. The board at its discretion may interview any individual with knowledge pertinent to the case.

The board will decide a case by simple majority vote, and the associate dean will convey its findings as to responsibility and recommended sanction to the faculty member and the student. The associate dean will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed immediately.

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student's previous record of such violations. Penalties will be appropriate to the offense, and may include university probation, suspension, or permanent expulsion. The files of only those cases that result in one of these three penalties will become part of a student's academic record and only such offenses will be reportable to graduate and professional schools. Cases in which the student is deemed responsible for the offense but in which the penalty is less than academic probation, suspension, or expulsion are kept in a confidential file in the Dean's office until the student graduates.

Appeal of the board's decision may be made by written request to the Dean of the school not later than ten days following notice of the board's decision, and the Dean's decision will be final.

ACADEMIC REGULATIONS

Academic Regulations are effective from September of the academic year printed on the cover and binding of this Catalog except where a different date is explicitly stated. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subsequently readmitted to Boston College, the Academic Regulations in effect at the time of return apply.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the chairperson of the undergraduate/graduate department or his/her associate dean to discuss the situation and to obtain information about relevant grievance procedures.

Academic Record

A record of each student's academic work is prepared and maintained permanently by the Office of Student Services. While cumulative averages for academic majors are made available to undergraduate students who are currently enrolled, these averages are not maintained as part of a student's academic record. The student's semester averages and final overall cumulative average appear on the academic record.

No cumulative average is maintained for students in the Graduate School of Arts and Sciences.

Note: Students in Lynch School of Education Graduate Programs and the Connell Graduate School of Nursing who entered their degree program prior to June 1994 will not have a cumulative average maintained.

Acceleration—Undergraduate

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, full-time undergraduate students may apply to the Associate Dean to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable:

- Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by an associate dean.
- Overload courses taken for acceleration will carry an extra tuition charge. This includes a fifth course taken during senior year. No additional fee will be assessed for extra courses taken for enrichment purposes only.
- Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.
- A transfer student's date of graduation is determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy. Students may not accelerate the date of graduation stated in the admission offer. Exceptions may be granted by academic deans for students who have attended only one school prior to Boston College and have lost status because of differences in academic systems. Any loss of status incurred or worsened by poor grades or withdrawals may not be regained.

Attendance

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professor on the course syllabus. Students who are absent repeatedly from class or practica will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course. Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

Professors will announce, reasonably well in advance, tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination including the final examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

A student who is absent from class is responsible for obtaining knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

In cases of prolonged absence the student or a family member should communicate with the student's associate dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean's office as soon as the student's health and other circumstances permit.

Absences for Religious Reasons

Any student who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to makeup such examination, study or work requirement that may have been missed because of such absence on any particular day. However, such makeup examination or work

shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

Audits

Undergraduate

Undergraduate students may not audit a course with the exception of undergraduates in the Woods College of Advancing Studies.

Graduate

Students in the Graduate School of Arts and Sciences and the Connell Graduate School of Nursing may register for an audit online. Lynch School of Education, Carroll Graduate School of Management, Law School, and Graduate School of Social Work students must consult the Associate Dean's office before they can audit a course. Woods Graduate College of Advancing Studies students may not audit courses.

After the drop/add period, graduate students who wish to change a course from credit to audit or audit to credit must go to the Associate Dean's office and complete a Graduate Course Exception form. Students in the Carroll Graduate School of Management may change a course from credit to audit but not audit to credit.

Candidacy: Doctoral

A student attains the status of a doctoral candidate by passing the doctoral comprehensive or qualifying examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Comprehensive Examination: Doctoral

Doctoral students, with the exception of students in Graduate School of Social Work, are required to complete comprehensive examinations. Doctoral students in Graduate School of Social Work are required to complete qualifying examinations. Student eligibility for taking the doctoral comprehensive or qualifying examination is determined by the department. Students should consult with their department about the nature of this examination and the time of administration.

Departments use the following grading scale to record comprehensive examinations: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

During the semester in which students take the comprehensive examinations, they should register for Doctoral Comprehensives 998. No course credit is granted for Doctoral Comprehensives registration.

Comprehensive Examination: Master's

Candidates for Master's degrees in the Graduate School of Arts and Sciences, the Lynch School of Education Graduate Programs, and the Connell Graduate School of Nursing must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and the exact date of examinations should be directed to the department chairperson or Graduate Program Director.

The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). A candidate who fails the Master's Comprehensive Examination may take it only one more time.

Students who have completed their course work should register for Interim Study (888) each semester until they complete their comprehensive examinations. Only the registration and the activity fees are charged during this period. No credit is granted.

Core Curriculum—Undergraduate University Core Requirements

The following courses comprise the Core curriculum and are required for all students entering Boston College:

- 1 course in Writing
- 1 course in Literature—Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages
- 1 course in the Arts-Fine Arts, Music, Theater
- 1 course in Mathematics—For CSOM students, one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151) are required.
- 2 courses in History—Modern History I and II
- 2 courses in Philosophy
- 2 courses in Social Sciences—Economics (EC 131 and EC 132 for Carroll School of Management), Political Science, Psychology, Psychology in Education (PY 030 and PY 031 are required for Lynch School of Education and acceptable in all schools), or Sociology
- 2 courses in Natural Science—Biology, Chemistry, Geology/Geophysics, Physics
- 2 courses in Theology
- 1 course in Cultural Diversity (PY 031 for Lynch School of Education)

The Connell School of Nursing curriculum satisfies the University's Cultural Diversity Core requirement.

The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill another Core requirement, a major requirement, or an elective.

Students are advised to select Core courses very carefully. Identification of Core courses can be determined by contacting the appropriate department head in the College of Arts & Sciences and by reference to each semester's Schedule of Courses.

Cross Registration

Woods College of Advancing Studies

All full-time undergraduate students are limited to one Woods College of Advancing Studies course each semester. Freshmen may not enroll in any Woods College of Advancing Studies course.

Woods College of Advancing Studies courses can be used to fulfill elective requirements. Students must check with the appropriate department if they intend to use a Woods College of Advancing Studies course to fulfill a Core or major requirement.

Boston Theological Institute

Students who want to cross register through the Boston Theological Institute (BTI) should pick up a cross registration petition in Lyons Hall and return it with an authorization by the appropriate date. Students are expected to consult with their advisor or department chairperson before cross registering. Graduate Theology majors may take up to half of their courses through BTI.

The following colleges and universities participate in the BTI cross registration program.

- Andover Newton School of Theology
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell School of Theology
- Harvard Divinity School

- Holy Cross College (Greek Theology School)
- St. John's Seminary
- Weston School of Theology

The Consortium

Under a program of cross registration, sophomores, juniors, and seniors may take one elective course during each semester at Boston University, Brandeis University, Hebrew College, Pine Manor College, Regis College, or Tufts University if a similar course is not available at Boston College. A description of cross registration procedures and the authorization form are available in the Office of Student Services, Lyons Hall.

Graduate students, except law students, may cross register for one course each semester at Boston University, Brandeis, and Tufts. M.B.A. students are not permitted to register at Brandeis University and students in the Graduate Finance Program are not allowed to cross register at any of the universities. Cross registration materials are available in Lyons Hall.

Law school students may cross register for classes only at Boston University Law School and only if the course they wish to take at BU will not be offered at any time during the current academic year. Students wishing to cross register must see the Director of Academic Services for permission.

The Graduate Consortium in Women's Studies at Radcliffe is an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from six member schools: Boston College, Brandeis, Harvard, Northeastern, MIT, and Tufts. Graduate students enrolled in degree programs at Boston College may take GCWS seminars with department permission and should follow the cross registration procedures described under Consortium.

Graduate School of Social Work

Under a program of cross-registration, juniors and seniors matriculated in the B.S.W. Program at Regis College and Sociology and Psychology majors at Stonehill College may take selected courses in the Graduate School of Social Work. For more information, see the Assistant Dean for Academic and Student Services in the Graduate School of Social Work.

Dean's List

The Dean's List recognizes the achievement of undergraduates semester by semester. The Dean's List classifies students in three groups according to semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); Third Honors (3.300-3.499). In order to be eligible for the Dean's List, students must also earn 12 or more credits and receive a passing grade in all courses; students who have withdrawn or failed a course and students who have received an incomplete grade or a "J" grade (See Grading section listed below) will not be eligible for the Dean's List.

Degree Audit

A degree audit is a computer-generated analysis that enables an undergraduate (except for Woods College of Advancing Studies) or law student and his/her advisor to assess the student's academic progress and unfulfilled requirements. The degree audit is a valuable tool for academic planning because it matches the courses that the student has taken with the requirements of his/her degree program or anticipated program. Students receive degree audits each semester prior to registration and have access to actual and simulated degree audits on Agora. Students are responsible for completing all the requirements listed on the degree audit prior to graduation.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average. Summa cum laude, with Highest Honors, is awarded to the top 4.5 percent of the graduating class; magna cum laude, with High Honors, is awarded to the next 9.5 percent; and cum laude to the next 15 percent. These percentages are based on the student's overall cumulative average.

Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for Doctoral Continuation (999) during each semester of their candidacy. Students in Nursing, Education, and Graduate School of Social Work register for Doctoral Continuation after completing requirements for two or more semesters of dissertation-related course work.

Enrollment Status

Undergraduate Full-Time Enrollment Status

The usual program for freshmen, sophomores, and juniors is five courses worth a minimum of three credits each semester and four or five courses each semester for seniors. Carroll School of Management freshmen take Introduction to Ethics, a one-credit, ten-week offering, as a sixth course during one semester of freshman year and Lynch School of Education freshmen take a one-credit Professional Development Seminar during the first semester of freshman year. University policy states that undergraduate students must be registered for at least four three-credit courses per semester.

Undergraduate Part-Time Enrollment Status

Visiting or special students may enroll in one, two, or three courses each semester through the Woods College of Advancing Studies. Additional courses require the Dean's approval.

Graduate Full-Time Enrollment Status

Graduate full-time enrollment is as follows:

- Carroll Graduate School of Management—9 or more credits
- Connell Graduate School of Nursing—9 or more credits
- Graduate School of Arts and Sciences—9 or more credits
- Graduate School of Social Work—9 or more credits
- Law School—12 or more credits
- Lynch School of Education—9 or more credits
- Woods College of Advancing Studies—12 credits

Students completing degree requirements in their final semester may be given exceptions to the school minimum credit standard for full-time status by their academic dean.

All students are considered half-time with 6 credits.

The credit amounts listed above are used to determine a student's enrollment status for loan deferments, immunizations, medical insurance requirements, and verifications requested by other organizations.

All enrolled doctoral students in the Graduate School of Arts and in the Carroll Graduate School of Management are considered full-time. Graduate students, excluding Graduate School of Social Work and Law School students, registered for less than a full-time course load may be considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants. Graduate students are considered full-time if they are enrolled in a full-time Student Teaching Practica or Internship. Graduate students registered for Interim Study, Thesis Direction, Doctoral Comprehensives, Qualifying Exam (School of Social Work), or Doctoral Continuation are considered full-time.

Courses also flagged as full-time are BI 801, EC 900, EC 901, HS 997, LL 856, NU 901, NU 902, SW 939, SW 995, SW 996, and SW997.

External Courses—Undergraduate

After admission to Boston College, the only courses that a student may apply towards a degree will be those offered at Boston College (through the Carroll School of Management, College of Arts and Sciences, Lynch School of Education, and Connell School of Nursing) in a regular course of study during the academic year. Any exceptions to this rule must be approved in writing by the Associate Dean before the courses are begun. Exceptions may be granted by the Associate Dean for official cross-registration programs, the International Study program, certain special study programs at other universities, courses in the Woods College of Advancing Studies, and summer school courses including those taken at Boston College's Summer Session.

A student must earn a grade of C- or better to receive credit for any course taken at another university. In some instances, the Associate Dean may stipulate a higher grade. After the course has been completed, the student should request that the registrar at the host university forward an official transcript to the Office of Student Services at Boston College.

Final Examinations

The final examination schedule for most courses is set before classes begin; it is available to the public and students are responsible for consulting it. A student who misses a final examination is not entitled, as a matter of right, to a make-up examination except for serious illness and/or family emergency. No student should make travel arrangements to return home which are at odds with his or her examination schedule. Students who schedule a departure without so clearing their schedules risk failure in the final examination.

Courses with multiple sections may have common departmental final examinations at a date and time determined by the Office of Student Services. Students with three final examinations scheduled for the same day are entitled to take a make-up exam at a later date during exam week. If one of the three exams is a common departmental exam, this is the exam that is taken at the later date.

In the Graduate School of Arts and Sciences, seminars and teacher-training courses may or may not have a semester examination at the discretion of the instructor. Semester examinations are given in all other courses.

Foreign Language Requirement—Undergraduate

All students in the College of Arts and Sciences and Carroll School of Management must, before graduation, demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. The Lynch School of Education and the Connell School of Nursing do not have a language requirement.

In the College of Arts and Sciences students may demonstrate proficiency as follows:

- By achieving a score of 3 or better on the A.P. exam or a score of 500 or better on the SAT II reading exam in French, German, or Spanish
- By achieving a score of 4 or 5 on the A.P. exam or of 600 or better on the SAT II reading exam in Latin or Greek
- By passing one of the proficiency tests administered by the Departments of Classical Studies and German Studies. Tests may be given in other languages by special arrangement in the Slavic Studies Department.
- By successfully completing course work through the second semester at the intermediate level or one semester above the intermediate level.

Carroll School of Management students may demonstrate proficiency as follows:

- By achieving a score of 3 or better on the A.P. exam or a score of 500 or better on the SAT II reading exam in French, German, or Spanish
- By achieving a score of 4 or 5 on the A.P. exam or of 600 or better on the SAT II reading exam in Latin or Greek
- By passing one of the proficiency tests administered by the Departments of Classical Studies and German Studies. Tests may be given in other languages by special arrangement in the Slavic Studies Department.
- By successfully completing course work through the second semester at the intermediate level or one semester above the intermediate level.
- By passing four years of high school language study (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement)
- By taking one year of a new language or by completing two semesters of an intermediate level language if the Carroll School of Management student enters Boston College with three years of a foreign language.

Students wishing to demonstrate proficiency in a language other than those listed above and those for whom English is not their first language, should consult their class dean.

Language courses will count as Arts and Sciences electives. Students with documented learning disabilities may be exempt from the foreign language requirement and should consult with the Associate Dean. Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

Woods College of Advancing Studies

Woods College of Advancing Studies students must demonstrate proficiency at the intermediate level in a foreign language or pursue two foreign literature in English translation courses.

Foreign Language Requirement—Graduate

In the Graduate School of Arts and Sciences each department shall decide the extent and nature of the language requirements for its students. Nursing students in the doctoral program must demonstrate proficiency in at least one language other than English or demonstrate computer literacy through completion of required courses.

Good Standing

Undergraduate

To remain in good standing, a student must maintain a cumulative average of at least 1.667 (1.5 in Management and 1.5 for the first three years in Arts and Sciences) as the minimum standard of scholarship and must not fall behind the normal load of the equivalent of five courses each semester (or four in senior year) by more than two courses. Students in the Lynch School of Education must complete all methods courses, at least eight courses in their other major, and must have at least a 2.5 GPA to be eligible for a practicum (full-time student teaching senior year). Students in the Connell School of Nursing must complete all nursing courses successfully and have a cumulative grade point average of 2.0 or higher in nursing courses.

Failure to maintain good standing either through a low cumulative average, by incurring deficiencies including failures, withdrawals, or unapproved underloads, or by being unsafe in the nursing clinical area will result in the student's being placed on probation, or being required to withdraw, as the Academic Standards Committee or the Dean shall determine.

Unless the student returns to good standing by the approved methods or if the student incurs additional failures or withdrawals, or carries an unapproved underload while on probation, then the student will be required to withdraw from the School at the time of the next review.

Graduate

In the Graduate School of Arts and Sciences, a student who receives a grade of C in more than ten or F in more than eight semester hours of course work may be required to withdraw from school.

In the Connell School of Nursing students in the Ph.D. program must maintain an average grade of B or better. A grade of C or lower in any course is cause for academic review. Students in the Master's program who enrolled after September 1, 1998, must maintain a grade point average of 3.0. If the GPA falls below 3.0 the student will be on academic review. Students who receive a grade of F in three or more credits or a grade of C in six or more credits will also be placed on academic review. Academic review may result in recommendations that course work be repeated, that the student be placed on academic probation, or that the student be dismissed from the program. Students admitted prior to September 1, 1998, should see the Connell School of Nursing section for requirements.

In the Graduate School of Social Work, a student is expected to maintain a minimum cumulative average of 3.0 and, when applicable, satisfactory performance in field education. Failure to maintain either of these requirements will result in the student's being placed on probation or being required to withdraw. A grade of F in a required course may be grounds for review by the Academic Standards Review Committee and possible dismissal from the Graduate School of Social Work.

In the Lynch School of Education Graduate Programs, a student who receives a grade of C in two courses (six semester hours) or a grade of F in an elective course (three semester hours) may be reviewed by the Academic Standards Committee and put on academic probation. A subsequent grade of C or F in an elective course may be grounds for dismissal from the Lynch School. A grade of F in a required course may be grounds for review by the Academic Standards Committee and possible dismissal from the Lynch School.

In the Law School, a student must maintain a cumulative average of at least 2.0, measured at the end of each academic year, as well as receive a 2.0 average for each year's work to remain in good academic standing. Students whose grade point averages fall below 2.0 for an academic year are subject to exclusion. In addition, students must receive a passing grade (D or better) in all first year courses as a requirement for graduation.

In the Carroll School of Management, an M.B.A. or M.S. in Finance student must maintain a cumulative average of 2.67 or higher in their course work to be eligible to graduate. M.B.A. students who receive grades of C or less in five courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.B.A. students who receive three or more Fs are automatically dropped from degree candidacy. M.S. in Finance students who receive grades of C or less in three courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.S. in Finance students who receive two or more Fs are automatically dropped from degree candidacy. Doctoral students should review the Ph.D. academic manual for grading procedures.

Grading

Undergraduate

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

Students who withdraw from a course after the drop/add period will receive a grade of W. The grade of W is not included in the calculation of the grade point average.

Students in the Connell School of Nursing must achieve a grade of C- or higher in nursing courses, or they will be required to retake the course.

With the approval of the Associate Dean of their school or college, students may be permitted to take courses for enrichment. These courses are normally taken in the summer. Courses approved for enrichment only, may, with the approval of the relevant department, go toward fulfilling a Core, major, or minor requirement. However, grades for courses taken for enrichment are not computed into the cumulative average and are not counted toward the total course or credit requirement for graduation.

A student's cumulative average is comprised of courses taken at Boston College or those courses specifically approved by the Associate Dean. The cumulative average does not include courses accepted in transfer including courses accepted in transfer from the Woods College of Advancing Studies. Information about a course failed remains on the student's record and 0.0 is still computed into the grade point average even if the course is repeated with a passing grade; the later grade is also computed into the grade point average.

Grades will be posted on Agora at the close of each semester. Any student who believes there is a grade discrepancy on a semester grade report should resolve the discrepancy within the first six weeks of the following semester.

Graduate

In each graduate course, in which a student is registered for graduate credit, with the exception of those noted below, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

Students in the **Law School** may receive grades of C+, C- and D. The grade of A or A- is awarded for exceptional work which demonstrates a superior level of academic accomplishment in the area of study. The grades of B+, B and B- are awarded for good work, which demonstrates achievement of a level of academic accomplishment above that expected of a minimally competent graduate of an accredited American law school. The grades of C+ and C are awarded for competent work, which demonstrates achievement of a level of academic accomplishment expected of a minimally competent graduate of an accredited American law school. The grades of C- and D may be awarded for unsatisfactory work, which does not demonstrate achievement of the minimum level of competence expected of any graduate of an accredited American law school, but which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious study.

In the **Graduate School of Social Work** doctoral program and in the **Woods Graduate College of Advancing Studies**, graduate credit is granted for courses in which the student receives a grade of A, A-, B+, or B. No degree credit is granted for a course in which a student receives a grade of B- or below.

A pass/fail option is available for a limited number of courses, as stipulated by the School.

Grading Scale

In computing averages, the following numerical equivalents for the twelve (12) letter grades are used:

- A 4.00

- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- .67
- F .00
- P No effect on GPA

Incomplete and Deferred Grades

Undergraduate/Graduate

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course taken in the fall or spring semester or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). All such I grades will automatically be changed to F on March 1 for the fall, August 1 for the spring, and October 1 for the summer.

A J grade is recorded when the grade is deferred. A faculty member may assign a grade of J for courses that continue beyond the normal semester period. Such courses may include Internship, Dissertation Direction, and Student Teaching.

Graduate

The Graduate School of Social Work requires that a student, having obtained permission from the course instructor, may request to extend an Incomplete for more than 30 days after the original exam/paper deadline. The student must submit a designated explanatory form to the Chairperson of the Academic Standards Review Committee. A Graduate School of Social Work student, who fails to remove an I within the 30 days or to secure the extension form from the respective faculty member, will receive an F for the course.

A Law School student who receives an Incomplete must arrange with the professor to satisfy the course requirements within one semester. An Incomplete becomes an F if the I is not removed within the stated time.

Except in the Carroll Graduate School of Management and the Graduate School of Social Work, students with graduate assistantships may not carry any incompletes.

Pass/Fail Electives—Undergraduate

Sophomores, juniors and seniors may enroll in a non-major or non-Core course on a pass/fail basis anytime during the registration period. Pass/fail choices cannot be made subsequent to the drop/add period.

No more than one pass/fail course may be taken in any semester. No student may take more than six pass/fail courses for credit toward a degree.

Any language courses taken before the language proficiency requirement is fulfilled may not be taken on a pass/fail basis.

No student may take Carroll School of Management or Woods College of Advancing Studies courses on a pass/fail basis. No Carroll School of Management student may take a College of Arts and Sciences requirement (including Core or Carroll School of Management curriculum requirements) pass/fail.

Pass/Fail Electives—Graduate

Field Education in the Graduate School of Social Work is graded on a pass/fail basis. A pass/fail option is available for a limited

number of other courses when approved by the Associate Dean's office. A P has no effect on the GPA, but if the student fails the course, the F is calculated into the GPA. Connell Graduate School of Nursing students enroll in NU 901 and NU 902 on a pass/fail basis. Students in the Law School may not take courses pass/fail unless the entire course has been designated a pass/fail course. IREPM students should contact the Institute of Religious Education and Pastoral Ministry. Students in Graduate School of Arts and Sciences, Carroll Graduate School of Management, Woods Graduate College of Advancing Studies, and Lynch School of Education may not take courses counting toward the degree pass/fail.

Grade Change

Grade changes should be made only for exceptional reasons. For all students, the grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an incomplete to provide time to finish his/her course work. Such incompletes should only be granted for serious reasons, e.g., illness, and only when the student has been able to complete most of the course work but is missing a specific assignment, e.g., a final paper, an examination, etc. Incompletes are not to be granted to allow the student to complete a major portion of the course work after the end of the semester.

Graduation

The University awards degrees in May, August, and December of each year, although commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of that date. A diploma will not be dated before all work is completed.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names on-line at <http://agora.bc.edu> by the following dates:

- Last day of drop/add in January for May graduates
- August 15 for August graduates
- November 15 for December graduates

Internal Transfers

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Associate Dean's office of the school to which admission is sought. Students may apply at the end of their freshman year.

Students applying for internal transfer will ordinarily be expected to have a cumulative average of at least 3.0 with no deficiencies. All students must complete at least 3 (4 in Lynch School of Education and Connell School of Nursing) semesters of full-time study after the transfer. Previous enrollment will not satisfy this requirement.

Applications are normally submitted to the Associate Dean by the last class day of the previous semester.

Leave of Absence—Undergraduate

A student in good standing who desires to interrupt the usual progress of an academic program may petition for a leave of absence. The process begins in the Associate Dean's office and will be extended for no more than one year, although petition for renewal is possible. Students on leave of absence may not take courses to advance their status at Boston College without obtaining prior approval from the Associate Dean. Students may not participate in extracurricular activities while on a leave of absence.

To assure re-enrollment for a particular semester following a leave of absence, students must notify their Associate Dean's office at least six weeks in advance of the start of the registration period.

Returning students may elect to apply for admission to the Woods College of Advancing Studies.

Leave of Absence—Graduate

Master's students who do not register for course work, Thesis Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than two semesters at a time. Students may obtain the Leave of Absence Form on-line at <http://www.bc.edu/student-services> and submit it for the Associate Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Associate Dean. In the Law School and the Graduate School of Social Work, a student must graduate within four years of matriculation unless this time is extended for good cause by the school's Academic Standards Committee.

Students must file the re-admission form with the Associate Dean's office at least six weeks prior to the semester in which they expect to reenroll. The appropriate Associate Dean's office will make the decision on the readmission application. The decision will be based on a consideration of the best interests of both the student and the University.

Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least one semester before their intended return to insure appropriate class and field placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his/her absence, current admission policies, enrollment and changes in the program or degree requirements that may have taken place during the period of absence. The decision will be based on a consideration of the best interests of both the student and the University.

The conditions for leaves of absence and re-admission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

Majors, Minors, and Concentrations

Majors

A major is a systematic concentration of at least ten courses taken in a given academic discipline that enables a student to acquire a more specialized knowledge of the discipline, its history, its methodologies and research tools, its subfields, and the areas of concern in which the discipline is presently involved. This is done by means of a hierarchical sequence of courses or appropriate distribution requirements.

At Boston College, undergraduate majors are available in the following fields: American Heritages (LSOE), American Studies (WCAS), Art History, Biochemistry, Biology, Chemistry, Child in Society (LSOE), Classics, Communication, Computer Science, Corporate Systems, Criminal and Social Justice (WCAS), Early Childhood Education (LSOE), Elementary Education (LSOE), Economics, English, Environmental Geosciences, Film Studies, French, Hispanic Studies, Perspectives on Spanish America (LSOE), Human Development (LSOE), Information Technology (WCAS), Geology, Geophysics, German Studies, History, International Studies, Italian, Latin, Linguistics, Mathematics, Math/Computer Science (LSOE), Music, Nursing (CSON), Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Secondary Education (LSOE), Slavic Studies, Social Sciences, Sociology, Studio Art, Theater, and Theology.

An Independent or Interdisciplinary major, involving courses from several departments, is also available under certain conditions for students

whose needs cannot be satisfied by the offerings of a single department. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the College.

Minors

College of Arts and Sciences

Some departments offer a minor for students who wish to complement their major with intensive study in another area. A departmental minor consists of six or seven courses. These must include one introductory level course and at least one upper-level course or seminar.

Departmental minors are available in the departments of Chemistry, Computer Science, Economics, Fine Arts, Geology and Geophysics, German, History, Mathematics, Music, Philosophy, Physics, Romance Languages and Literatures, Russian, and Theology.

Interdisciplinary minors in the College of Arts and Sciences must consist of six courses and must include either a required introductory course or a concluding seminar or project. (Note: Some programs require both.) The list and description of the interdisciplinary minors is available in the College of Arts and Sciences section of this Catalog. Students choose courses for the minor in consultation with the director of the department's minor program.

Students carrying a double major are advised not to minor.

Lynch School of Education

Lynch School majors and students in the College of Arts and Sciences may minor in Special Education or Health Science. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching.

Further information on these four minors is available in the Lynch School of Education section of the University Catalog.

Carroll School of Management

Students in the Carroll School of Management may select any minor offered by the College of Arts and Sciences. The minor in Organizational Studies-Human Development, offered in conjunction with the Lynch School of Education, is available to CSOM students who have interests in developmental or educational psychology or in the social service professions.

CSOM students only may pursue an International Studies for Management minor. Students choose a country, or an area (e.g., the European Community), study or intern for at least one semester (or equivalent) at a university in that country, and take five international courses. Full details are available from the Associate Dean's office.

Concentrations

Undergraduate Carroll School of Management (CSOM)

Concentrations, or areas of specialization, are required for students earning degrees from Carroll School of Management and are available to Carroll School of Management students only. Most concentrations require four courses beyond the Core. However, some require five. Students must complete a concentration in one of the following areas: Accounting, Accounting and Information Technology, Computer Science, Economics, Finance, General Management, Human Resources Management, Information Systems, Marketing, or Operations and Technology Management. Students declare a concentration second semester sophomore year or during the junior year.

Graduate

Concentrations are offered in selected graduate programs. See the individual school sections for further information.

Overloads

Students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought may register for a sixth

course. Students should register on-line for the sixth course during the first week of class and must notify the Associate Dean by the sixth week of classes whether they wish to drop the course.

Students whose averages are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by an associate dean to enroll in a sixth course. Students are not permitted to take a sixth course in their first semester at Boston College.

Overload courses taken for acceleration will carry an extra tuition charge. This includes fifth courses taken during senior year.

Students in a Woods College of Advancing Studies degree program take a maximum course load of three courses per semester. One course may also be taken during May-June and one during Summer Session. Authorization for one additional course will be given only if a student has completed three courses in the previous semester, each with a grade of B- or above. Courses taken without reference to this regulation do not advance a student's degree program.

Readmission

Students who desire readmission should initiate the process in the Office of the Associate Dean of their school or college. Applications for readmission should be made at least six weeks before the start of the semester in which the former student seeks to resume study.

The appropriate Associate Dean's office will make the decision on the readmission application. The decision will be based on a consideration of the best interests of both the student and the University.

Students requesting readmission to the Graduate School of Social Work must contact the Director of Social Work Admissions at least one semester before their intended return to insure appropriate class and field placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his/her absence, current admission policies, enrollment, and changes in the program or degree requirements that may have taken place during the period of absence.

Study Abroad—Center for International Programs and Partnerships (CIPP)

Boston College international programs are open to Boston College undergraduate and graduate students who meet all the requirements for study abroad as outlined by their Associate Dean. In order to be eligible for admission, students must be in good academic standing with a GPA of 3.2 or higher and have a clear disciplinary record. Final approval is at the discretion of the CIPP, Deans, and ODS. Many programs have additional requirements and applicants are selected competitively to most. Students should consult the CIPP Catalog for specific admission information.

Students remain subject to the academic policies of their home department. They must register for a complete course load as defined by the host university in order to earn full Boston College credit. Grades earned abroad on Boston College programs are converted into the BC grading scale and are figured into GPA calculations. Grades earned on non-BC programs are not.

Students wishing to take Core courses abroad should consult Core guidelines. In general, Cultural Diversity credit is reserved for courses taken at BC and approved by the Core Committee. However, credit may be given for a course (taken in a non-western country) whose principal focus is upon that country's culture, or for a course (taken in a western country) whose principal focus is upon the situation within that country of indigenous minorities or immigrant minorities from non-western countries. The student request-

ing such credit must submit an extensive course description or course syllabus for approval by the Director of the Core Committee and turn in a completed course approval form to the CIPP.

Summer Courses—Undergraduate

Summer courses are considered external courses. Students may be permitted to take summer courses for enrichment or to make up for a past failure, withdrawal, or underload. Summer school courses including BC Summer School and International Study courses must have prior approval from the appropriate department chairperson and from the Associate Dean.

Summer Courses—Graduate

In graduate programs, summer courses may be an integral part of the curriculum. Please consult the specific school section for further information.

Transcripts

All current students submit requests for academic transcripts at <http://agora.bc.edu>. Requests for academic and financial aid transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975.

Requests are usually processed within 48-72 hours of receipt.

Transcript/Diploma Holds

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

Transfer of Credit—Undergraduate

The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit; lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

Courses not presented for review and evaluation at the time of application will not be accepted for credit at a later date.

No transfer credit will be granted for internships, field experiences, practica, or independent study.

Grade point averages do not transfer with students. A new grade point average begins with the commencement of a student's career at the University, and reflects only work completed as a full-time undergraduate at Boston College. A new grade point average also begins when students transfer from the Woods College of Advancing Studies to one of the full-time undergraduate schools.

Courses taken at other institutions during the summer prior to enrollment at Boston College must be approved in advance by the Office of Transfer Admission to avoid difficulty in the transfer of credits. Courses taken through the Boston College Summer Session during the summer prior to enrollment must be approved by the appropriate Associate Dean. After enrollment at Boston College, all summer courses must be approved in advance by the Associate Deans.

Transfer of Credit—Graduate

All graduate students, with the exceptions noted below, may request transfer of not more than six graduate credits. Transfer credit is approved by the Associate Dean. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. If approved, the transfer course and credit, but not the grade, will be recorded on the student's academic record. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.

In the **Law School**, no credits may be granted for any graduate work done at another institution if those credits were earned prior to a student's matriculation into a full- or part-time law school program.

In the Graduate School of Social Work M.S.W. program, students who earned a B.S.W. degree from an accredited Council of Social Work Education program within the previous four years may apply for advanced standing equal to a maximum of 24 credits. Students who earned course and/or field work credits in an accredited M.S.W. program may receive up to the equivalent of one-half of the total credits needed for graduation. Only courses in which a student has received a grade of B or better will be accepted.

Transfer of Credit Forms should be submitted, together with an official transcript, directly to the student's chairperson and forwarded to the Associate Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's academic record.

M.B.A. students in the Carroll School of Management who have completed graduate management course work at another AACSB accredited institution may receive advanced standing credit for a maximum of 12 semester credit hours. Students who have completed course work at non-AACSB accredited programs will not be granted advanced standing but may be allowed to substitute an elective for a core course. Students may also receive up to 12 credits of advanced standing credit for master's or doctoral degrees in any of the fields in which the Carroll School of Management offers a dual degree, concentration, or certificate program. All students interested in advanced standing or equivalency must complete the official form available in the Associate Dean's office. M.S. in Finance students will not receive advanced standing credit, but may be allowed to substitute an elective for a core class.

University Degree Requirements—Undergraduate

The requirement for the bachelor's degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5 in Carroll School of Management, all others require a minimum average of 1.667) of at least 38 three-credit courses, or their equivalent, distributed over eight semesters of full-time academic work.

Students in the College of Arts and Sciences must complete the Core curriculum, a major of at least 10 courses, and the language proficiency requirement. Thirty-two of the required 38 courses must be in departments of the College of Arts and Sciences. Additional courses may be chosen from the offerings at the Boston College professional schools.

The Office of Student Services sends every undergraduate degree candidate, except for Woods College of Advancing Studies students, a degree audit each semester. Core and major requirements stated in the catalog may, in exceptional circumstances, be waived or substituted by the student's Associate Dean or major department. Such exceptions must be communicated in writing to the Office of Student Services.

Withdrawal from a Course

Students who withdraw from a course after the first five class days of the semester will have a "W" recorded in the grade column of their academic record. To withdraw from a course after the registration period, students should go to the Forms page of the Student Services website (<http://www.bc.edu/studentservices>), print the withdrawal form, and then go to the Office of the Associate Dean for their school. Students will not be permitted to withdraw from courses after the published deadline. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the Associate Dean's office. In the case of students who are dismissed for academic or disciplinary reasons, the Associate Dean will process the withdrawal.

In the Graduate School of Social Work, the student's faculty advisor will write a summary evaluation of the student indicating both an evaluation of the student's performance and reason for withdrawal or dismissal.

UNIVERSITY (SENIOR) AWARDS AND HONORS

College of Arts and Sciences

The Accenture Award: An award given to the senior in the College of Arts and Sciences who has demonstrated outstanding achievement in computer science.

John Bapst, S.J., Philosophy Medal: A gold medal in honor of John Bapst, S.J., given to the student whose overall performance in philosophy courses has been outstanding.

J. Robert Barth, S.J., Award for Excellence in the Arts: An award in honor of the Dean of the College of the Arts and Sciences (1988-1999) for excellence in fine or performing arts.

Andres Bello Award: An award for excellence in Spanish.

George F. and Jean W. Bemis Award: An award for distinguished service to others.

Albert A. Bennett Award: An award for high level of mathematical achievement and interest in or a desire for a career in teaching.

Wendy Berson Language Award: An award for excellence in the area of Romance Languages.

Laetitia M. Blain Award for Excellence in Musical Performance: An award for significant contribution to the musical life on campus.

Alice E. Bourneuf Award: An award given excellence in Economics.

Francis A. Brick Award: An award for outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

Donald S. Carlisle Award: An award for outstanding achievement in political science.

Normand Cartier Award: An award for leadership in promoting French and francophone literature and culture in the Boston College community.

Brendan Connolly, S.J., Award: An award for outstanding love of books and learning.

Matthew Copithorne Scholarship: An award, given to a graduate exhibiting qualities of character, industry, and intelligence, and plans to do graduate study at Harvard or M.I.T.

Cardinal Cushing Award: An award for the best writing in fiction published in a Boston College undergraduate publication.

Joseph G. and Margaret M. Dever Fellowship: A cash grant given to a graduating senior who shows promise of a career in writing.

John D. Donovan Award: An award for the best paper written for a sociology course.

Patrick Durcan Award: A gold medal for outstanding performance in history.

Maeve O'Reilly Finley Fellowship: A fellowship awarded for outstanding achievement in Irish Studies and who will be entering a an Irish university graduate program.

Edward H. Finnegan, S.J., Award (Given by President): An award for the student who best exemplified in their four years at Boston College the spirit of the College motto, "Ever to Excel."

Mary A. and Katherine G. Finneran Commencement Award: An award for outstanding success in studies while also devoting time and talents to other activities for the enrichment of the College and student life.

William A. Gamson Award: An award for outstanding academic achievement in sociology.

Thomas I. Gasson, S.J., Award: An award for distinguished academic record over a four-year period.

General Excellence Medal: An award for general excellence in all branches of studies during the four years at Boston College.

Giffuni Prize: An award for an outstanding thesis in economics.

Janet Wilson James Essay Prize: An award for outstanding senior essay in the area of Women's Studies.

Stephen S. Johnson Award: An award for an outstanding AHANA senior who has been most consistent in providing leadership, guidance, and direction to AHANA organizations.

William A. Kean Memorial Award: An award for an outstanding English major.

Bishop Kelleher Award: An award for the best writing in poetry published in a Boston College undergraduate publication.

William J. Kenealy, S. J., Award: This award is given to the graduating senior who has been distinguished in both academic work and social concern.

Athanasius Kircher, S.J., Award for Excellence in the Study of Music: An award for excellence in music.

Joseph M. Larkin, S.J., Award: An award for the senior member of the Boston College Dramatics Society who has most clearly exhibited the qualities of dedication and integrity exemplified by the life and career of Joseph M. Larkin, S.J.

John Henry Lawton Award: An award for outstanding scholarship in the Communication.

Allison R. Macomber, Jr., Award in the Fine Arts: An award for outstanding work in the study of art.

J. Paul Marcoux Award: An award presented annually to a senior Theater major for excellence and growth, both academically and artistically, over their four years at Boston College.

Richard and Marianne Martin Awards: An award for excellence in Art History and Studio Art.

Denis A. McCarthy Award: An award for outstanding work in creative writing.

John McCarthy, S.J., Award: An award for a distinguished Scholar of the College project in Humanities, Social Sciences, and Natural Sciences.

Albert McGuinn, S.J., Award: An award for excellence in a science or mathematics major combined with achievement—either academic, extracurricular, or a combination of both—in the social sciences or humanities.

Henry J. McMahon Award: An award for the graduating senior who has been accepted at a law school and who has been distinguished by scholarship, loyalty, and service to the College.

John F. Norton Award: An award for the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medal: An award for overall outstanding performance in theology courses.

Princess Grace of Monaco Award: An award for excellence in French.

John H. Randall, III Award: An award for the best essay on some aspect of American literature or culture during the academic year.

Mary Werner Roberts Award for Art: An award for the best art work published in the Stylus each year.

Paul J. Sally, Jr. Award: A cash award bestowed on a senior Mathematics majors who demonstrate excellence in particularly demanding mathematics coursework.

Secondary Education Award: An award for a student in the College of Arts and Sciences who has completed the Secondary Education Program within the Lynch School of Education and has achieved distinguished success as a student teacher.

David Silvia Award: An award for the graduating senior of the AHANA Program who has kept the tradition of continued service and inspiration to all mankind.

Harry W. Smith Award: An award, the gift of the Smith Family in memory of Harry W. Smith, a leader in corporate and community philanthropic work, to honor a member of the senior class who has used personal talents to an exceptional degree in the service of others.

Dr. Joseph S. Stanton Award: A cash award for a graduating senior who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Dr. Joseph R. Stanton Award: An award for a graduating senior who has been accepted by a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Stotsky Holocaust Essay Prize: An award for the best essay written on the Holocaust.

Tully Theology Award: An award for the best paper on a theological subject.

Max Wainer Award: A gold medal for the senior who is deemed the outstanding student in Classics.

Lynch School of Education

Charles F. Donovan, S.J., Award: Presented to a member of the senior class in honor of Father Donovan, founding Dean of the School. The recipient exhibits superior leadership, academic, and innovative qualities, and demonstrates excellence in professional and personal commitment, with a genuine concern for the needs and values of others.

General Excellence Award: Presented to a senior who has at the same time manifested outstanding achievement in all courses of study during four academic years and qualifies for teaching licensure.

Saint Edmund Campion Award: Presented for excellence in an academic major.

Saint Richard Gwyn Award: Presented to a member of the senior class for outstanding promise as a secondary teacher.

Gretchen A. Bussard Award: Presented to a member of the senior class in the Human Development Program who has used what he or she has learned in the classroom to improve the lives of others.

Patricia M. Coyle Award: Given to the graduating senior in Early Childhood Education who is a clear thinker in the field, able to translate the theories of child development and learning into the practice of teaching young children with enthusiasm and love, and a person who is a thoughtful, reflective teacher, perceptive and sensitive to the needs of children.

Council for Exceptional Children Award: Presented to a member of the Boston College Chapter of the Council for Exceptional Children for demonstration of unusual service to the care and education of children with disabilities.

Dr. Marie M. Gearan Award: Presented in honor of Professor Gearan, a member of the original faculty and first Director of Student Teaching, to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

Mary T. Kinnane Award for Excellence in Higher Education: Given annually to master's or doctoral degree students in Higher

Education. The award, named for Emeritus Professor Kinnane, is given for both academic excellence and the embodiment of the Jesuit ideal of service to others.

James F. Moynihan, S.J., Award: Presented in honor of Father Moynihan, first chair of the Psychology Department and Professor of Psychology in Education for many years, to a student in the Human Development Program, who has shown superior scholarship, contributed creatively to the well-being of others, and has manifested dedication and commitment to the enhancement of the human development process.

Karen E. Noonan Award: Given to the graduating senior in Early Childhood Education who has the qualities of a “natural” teacher of young children; a person who can communicate warmth and a sense of excitement for learning; a person who loves the exhilaration of working with challenging students, and making each child in the classroom feel important and unique.

Mr. and Mrs. Vincent P. Roberts Award: Presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the Lynch School.

John A. Schmitt Award: Presented to a member of the senior class who, as Professor Schmitt did, has consistently demonstrated compassion for fellow human beings, integrity in dealings with others, diligence in his or her profession, and courage in the pursuit of what he or she believes to be right.

Bernard A. Stotsky/Thomas H. Browne Prize: Awarded to a student who has demonstrated excellence in the area of special education at the graduate level.

Bernard A. Stotsky/Professor John Eichorn Prize: Awarded to a student who has demonstrated excellence in the area of special education at the undergraduate level and does a practicum or pre-practicum at the Campus School as part of an academic program of study in the Lynch School.

John Christopher Sullivan, S.J., Award: Presented in honor of Father Sullivan, first Associate Dean in the School, to a member of the senior class who, as Father Sullivan did, exhibits cheerfulness, creativity, enthusiasm, and high energy.

Henry P. Wennerberg, S.J., Award: Presented in honor of Father Wennerberg, first spiritual counselor in the School, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

John J. Cardinal Wright Award: Presented in honor of Cardinal Wright to that senior who has shown expert use of creativity and imagination in the area of motivation, and at the same time is dedicated to high educational ideals.

Secondary Education Award: Given to the student in the College of Arts and Sciences who has completed the Secondary Education Program and has achieved distinguished success as a student teacher.

Lynch School Awards: Presented to graduating seniors for academic excellence and outstanding performance in a variety of areas.

Carroll School of Management

Thomas I. Gasson, S.J., Award: Founded by Boston College for general excellence in all courses of study during the four years in the School of Management.

The Accenture Award: Awarded to the student who, by the vote of the department faculty, has demonstrated outstanding achievement in the major field of Computer Science.

The John B. Atkinson Award: Founded by John B. Atkinson for excellence in all courses studied in the major field of Operations and Strategic Management.

Dean's Letter of Commendation: For service to the University and the community.

Finance Department Outstanding Student Award: Awarded annually, by decision of a faculty committee of the Finance Department, to an outstanding senior majoring in Finance.

The Edgar F. Huse Memorial Award: An award presented annually by the faculty for excellence in Organizational Studies and Human Resource Management.

The Hutchinson Memorial Award: Presented by the Boston chapter of the American Marketing Association to a Marketing student.

The Raymond F. Keyes Service Award: Awarded to a senior marketing major who has completed Applied Marketing Management and has demonstrated a desire to provide service to the nonprofit community.

Charles W. Lyons, S.J., Award: Founded by Boston College for general excellence in all courses studied in the major field of Accounting.

The Patrick A. O'Connell Finance Award: Founded by Patrick A. O'Connell for excellence in all courses studied in the major field of Finance.

The Patrick A. O'Connell Marketing Award: Founded by Patrick A. O'Connell for excellence in all courses studied in the major field of Marketing.

The Eric Allen Serra Award: Established in 1993 by the friends of Eric Allen Serra and awarded to a graduating senior who is actively involved in the BC community and best represents the attributes for which Eric is remembered by his friends.

The James E. Shaw Memorial Award: An award given to seniors in the Carroll School of Management who have been accepted to a recognized law school.

Stephen Shea, S.J., Award: Awarded to the senior who has attained the highest average in all courses in Philosophy during four years in the Carroll School of Management.

The James D. Sullivan, S.J., Award: Awarded to a senior judged outstanding in character and achievement by a faculty committee.

The Matthew J. Toomey Award: Presented annually by Mr. Knowles L. Toomey to honor the outstanding student in the Carroll School of Management Honors Program.

The Wall Street Journal Award: An award given to the senior who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

Connell School of Nursing

The Alumni Award: Established by the Connell School of Nursing alumni to honor a nursing student for general excellence in the four years of study in the baccalaureate nursing program.

The Marie S. Andrews Clinical Performance Award: Established by the faculty of the Connell School of Nursing to honor the student who has demonstrated, through clinical performance, sensitivity to the needs of patients, respect for the dignity and “wholeness” of the patient, and outstanding ability to deliver quality nursing care.

Edward J. Gorman S.J., Leadership Award: Given to the student who, in the judgment of classmates, best exemplifies leadership and who has contributed to the Connell School of Nursing through dedication, service, and sincerity.

The Cathy Jean Malek Award: Established by the faculty of the Connell School of Nursing to honor the student whose presence conveys the essence of caring and a loving spirit.

The Jean A. O'Neil Achievement Award: Established by the faculty of the Connell School of Nursing to honor the graduating senior who maximized potential through qualities of conscientiousness, persistence and giving of self beyond expectations.

Certificates of Recognition for Leadership: Established by the faculty of the Connell School of Nursing to recognize seniors who have demonstrated leadership by holding elected office or sustained leadership in a voluntary organization.

Certificates of Recognition for Volunteer Service: Established by the faculty of the Connell School of Nursing to recognize seniors who have demonstrated a substantial commitment to others in voluntary service over time.

Connell Graduate School of Nursing

The Patricia Ibert Award: Established by the Graduate Nurses' Association in memory of master's degree student Patricia Ibert, who passed away in 1991 after a battle with cancer. It is awarded annually to a master's or doctoral student. The criteria for nomination include: active in coordination of CSON and University activities; promotes the image of professional nursing; dedicated to CSON goals; demonstrates leadership and responsibility for their actions; and insightful, friendly, dependable, and caring person with high personal aspirations who is professionally committed.

The Dorothy A. Jones Becoming Award: Established in 1998 to recognize the tenth anniversary of the Graduate Nurses' Association. This award is given to honor a graduate student who represents the attributes used to describe the efforts of Dr. Dorothy Jones, a key founder of this Association. The criteria for nomination include: demonstrates visionary thinking; expands the discipline by stimulating opportunities for nursing knowledge development; actively encourages and mentors peer development; is committed to Jesuit mission and service to others; and is committed to articulating the values and beliefs of professional nursing.

Graduate Nurses' Association Volunteer Service and Community Service Recognition Awards: Established to recognize graduate students who have demonstrated a substantial commitment to others in voluntary service over time.

College of Arts and Sciences

UNDERGRADUATE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is the oldest and largest of the undergraduate colleges of the University. It offers either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree depending upon the major field and prepares its graduates for careers in a broad range of fields as well as graduate training in both professional and academic fields.

In the College of Arts and Sciences a student's program consists of required Core courses, intensive study in a major field, and a choice of individual electives reflecting a student's personal interests.

Core—A modern version of the traditional Jesuit *Ratio Studiorum* the Core in the College of Arts and Sciences provides an introductory exposure to the various disciplines that define a liberally educated individual in today's world as well as to the philosophical and theological ideas that help integrate these different areas of knowledge into a student's own intellectual perspective. All Arts and Science students must complete the University Core requirements in the Arts, Cultural Diversity, History, Literature, Mathematics, Natural Sciences, Philosophy, Social Sciences, Theology, Writing, as well as a Foreign Language Proficiency Requirement.

Major—All students in the College of Arts and Sciences must select a major field of study from the thirty-one majors offered in the college. Work in the major is not necessarily directly related to career training, but it is meant to develop critical and analytical thinking, professional and presentational skills, and an appreciation for the complexity of an area study beyond the introductory level. A major generally consists of ten (10) to twelve (12) focused courses in a field some of which are sequentially organized required courses and others are more narrowly focused major electives.

Electives—Electives in the College of Arts and Sciences are designed to challenge students to help define their own individual educations. Students may use electives to pursue intensive work in another field with a second major or minor, to study fields that bridge traditional disciplines through organized interdisciplinary minors, to pursue professional interests in management, education or nursing, or to explore their own individualized personal, intellectual, and artistic interests.

Thus the purpose of the College of Arts and Sciences is to produce broadly educated as well as highly skilled graduates.

To ensure a coherent, well-developed program, students must meet with their faculty advisor before registration for each semester. They should also consult with other faculty, students, the Deans, the Premedical and Prelaw advisors, the Counseling Office, and the Career Center.

Special Academic Programs

The Honors Program

All Boston College undergraduates are required to complete the Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity to complete much of this Core in a four-year sequence of courses that provides an integrated liberal arts education of a kind one can find in few colleges or universities. On this solid foundation, a student can then build a major concentration in one or more specialized disciplines or add one of the interdisciplinary or departmental minors available to all students in the College.

The program offers small classes (no larger than 15 students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas.

Scholar of the College

Scholar of the College is a designation given at Commencement to exceptional students (those with overall GPAs of 3.67 or better) who have done independent work of the highest quality for a significant part of their senior year under the supervision of scholars in their major fields. The program is administered by the Dean's Office. Students apply through their major departments and ordinarily do Advanced Independent Research projects within that department. Interdisciplinary projects require the approval of all of the relevant departments, one of which must be the student's major department.

Normally, the Advanced Independent Research that qualifies for Scholar of the College recognition will consist of twelve (12) academic credits, six (6) each in the fall and spring of senior year, although occasionally a 3-credit senior thesis in the fall may develop into a 6-credit Advanced Independent Research in the spring. Students who successfully complete Advanced Independent Research projects with grades of A- or better and maintain cumulative GPAs of 3.67 or higher may be nominated for Scholar of the College recognition at Commencement.

To be considered for Scholar of the College recognition, finished projects along with the evaluations of the faculty advisor and a department, appointed second reader, must be submitted to the Office of the Dean by April 15. All nominated projects will be reviewed by a faculty committee appointed by the Dean. The Scholars of the College will be selected from among the nominated student authors.

Departmental Honors

The designation of departmental honors is reserved for above average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

Departmental Minors

A departmental minor consists of six or seven courses. These must include one introductory level course and at least one upper-level course or seminar. Students choose courses for the minor in consultation with the director of the department's minor program. The following restrictions apply:

- No more than two Core courses may be used toward a minor.
- Core courses that do not count toward a departmental major will not count toward a departmental minor.
- Students may not major and minor in the same department unless that department offers more than one major.

Minors are available in Art History, Chemistry, Computer Science, Economics, Film Studies, French, Geology and Geophysics, Germanic Studies, Hispanic Studies, History, Italian, Mathematics, Music, Philosophy, Physics, Russian, Studio Art, and Theology. Information regarding specific requirements is available in the departments.

Interdisciplinary Programs

In addition to the areas of major study offered by individual departments, a variety of special programs are available. While no

one of these is a major, it is possible, in some of them, to develop a major or minor program. All of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program through completing a minor or developing an independent major.

Independent Major

Under usual circumstances, students are advised to follow the formal educational programs offered by departments. In rare instances, for students with special interests that cannot be satisfied in a regular major, double major, or a combined major and minor, the Educational Policy Committee will approve an interdisciplinary Independent Major. Students who wish to apply for an Independent Major must normally have achieved a minimum 3.5 grade point average. The student must plan, with the aid of a faculty advisor, a program of twelve (12) courses, ten (10) of which must be upper-division courses. These will extend over no more than three departments and will be selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major and should include a plan for a final project or paper that demonstrates the intellectual coherence of the Independent Major and for ongoing assessment of the program by the student and the advisor. Each proposed major should be submitted to the Dean's Office before March 1 of the student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major will ordinarily be the student's only major.

Interdisciplinary Minors

An interdisciplinary minor in the College of Arts and Sciences must consist of six courses and must include either a required introductory course or a concluding seminar or project. (Note: some programs require both.) The minor should aim for a coherent shape appropriate to the subject matter. It should offer courses that give students a definite sense of movement—from a beginning to a middle and an end, from introductory to advanced levels, or from general to specialized treatments.

Students must select at least three of the courses from three different Arts and Sciences departments. With the approval of the program, students may use one Core course or one course from their major toward the minor. For specific program requirements see the individual program descriptions below. Students carrying a double major are advised not to minor.

Each minor will be administered by a coordinating committee, consisting of a Director appointed by the Dean, and at least two additional members who represent departments included in the minor. One important function of this committee is the advising of students enrolled in the minor.

Minors are open to all undergraduate students. Courses prescribed by the requirements of the minor must be accessible to the students. Further information can be found in the individual program descriptions.

American Studies

American Studies is an interdisciplinary program run by faculty from several departments to expose students to a wide range of approaches to American culture.

The general focus of this interdisciplinary minor is on American culture past and present, specifically analyzing how American culture has been shaped by the interaction of race, class, ethnicity, gender and other issues. Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments.

Six courses are required for the minor. Three of five courses must be clustered around a common theme. Thematic clusters in the past have included the following: race in American culture, gender in American culture, ethnicity in American culture, media and race, media and gender, colonialism and American culture, poverty and gender, diversity in urban culture, and other topics. In the fall of the senior year, each student must (as his or her sixth course for the minor) take the elective designated in the previous year as the American Studies seminar.

For further information on the American Studies minor and for application forms, see Professor Carlo Rotella, English Department (617-552-1655). Also consult the American Studies website <http://www.bc.edu/amstudies>.

Ancient Civilization

The minor in Ancient Civilization aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design her/his own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

- Greek Civilization and Roman Civilization. These general courses, which the Department now offers every second year, serve as a general overview of the field and an introduction to the Minor.
- Four other courses, chosen after consultation with the director, from available offerings in Classics and other departments, in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses can count for the minor will be published at registration time. Interested students should contact Prof. Charles Ahern, Chairperson of the Classical Studies Department, or consult the Classics website at <http://fmwww.bc.edu/CL/minor.html>.

Asian Studies

The Asian Studies Minor enables a student to study the language, history and culture of the Far East from a number of disciplinary perspectives. Requirements are as follows: (1) an introductory course, usually SL 263 Far Eastern Civilizations, (2) a course in Asian history or political structure or diplomacy, (3) courses in an Asian language beyond the elementary level, and (4) approved elective courses in Asian Studies from related areas. One of these electives may be a directed senior research paper on an approved topic.

Further information is available from the Director, Prof. M. J. Connolly, Slavic and Eastern Languages Department, Lyons 210, 617-552-3912 or consult the Slavic and Eastern Languages website at <http://fmwww.bc.edu/SL/>.

Black Studies

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. In addition, the Black Studies Program sponsors a 4-week summer study program in the Caribbean for undergraduates who have completed at least one Black Studies course. The minor in Black Studies requires six courses to be distributed over three departments. Students interested in the minor should enroll in BK 104—BK 105 (HS 189—HS 190) Afro-American History I/II, in their sophomore year. They will choose three electives at least one of which must deal with Africa or the Caribbean in the following areas: humanities (language, literature, music, philosophy, theater, theology), and social sciences (communi-

cations). For further information on the Caribbean summer study program or the Black Studies Minor, contact Dr. Frank Taylor, Lyons 301, 617-552-3238 or consult the program website at <http://www.bc.edu/blackstudies>.

East European Studies

The East European Studies minor requires six approved courses, distributed as follows:

- One introductory course (either SL 284 Russian Civilization or SL 231 Slavic Civilizations)
- One additional course in Russian or East European history or politics
- Two courses in Russian or another East European language at or above the intermediate level
- Two approved elective courses from related areas such as Art History, Economics, Film Studies, literature or language, Philosophy, or Theology. One of the electives may be a directed senior research paper on an approved topic

Further information is available from the Director, Prof. Cynthia Simmons, Slavic and Eastern Languages Department, Lyons 210, 617-552-3914 or consult the Slavic and Eastern Languages website at <http://fmwww.bc.edu/SL/>.

Environmental Studies

Environmental Studies provides an interdisciplinary approach to understanding the science and policy of the earth's environmental challenges, designed to complement any undergraduate major. The goals of the minor are three-fold: (1) to help undergraduates develop an awareness of the scientific, cultural, and political aspects of the world's environmental problems, (2) to better prepare students for careers in the expanding field of the environmental professions, and (3) to provide preparation for further study at the graduate or professional school level. These goals are achieved through a dynamic curriculum as well as research opportunities both on- and off-campus.

All Environmental Studies Minors must take two foundation courses chosen from a specified list of environmental science and policy courses, three advanced courses to be chosen from upper-level offerings in various departments, and a senior seminar. Extensive opportunities are available for supervised internships in science and policy including the Environmental Scholars Program that is conducted with and funded by the Urban Ecology Institute at Boston College.

For further information or to register for this program, see the Director, Dr. Eric Strauss, or the program assistant, Bruce Travis, in Higgins Hall, 617-552-0735, or visit the program website at <http://www2.bc.edu/~strausse/esp>.

Faith, Peace, and Justice

The Faith, Peace, and Justice Minor offers students the opportunity to explore, in an interdisciplinary manner, how their own serious questions about faith, peace, and justice are related to concrete work for peace and justice in our world. The goals of the FPJ Program are to help undergraduate students acquire and develop skills in (1) empirical, social scientific analysis of concrete issues for justice and peace, (2) gaining a solid grasp of the ethical and justice principles which arise from these issues, (3) learning how to formulate public policy or to initiate social change that would help to solve these problems, and (4) implementing creative methods for conflict resolution, appropriate for the level of problem solving their particular issues require.

To achieve these goals, each student is required to take the introductory course for the minor, UN 160 The Challenge of Justice, and, in their senior year, UN 590 FPJ Senior Seminar. In addition, the students design, with the advice and approval of the

FPJ Director, their own cluster of four elective courses which aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they themselves have identified. This four course elective cluster is the foundation for the student's written thesis in the Senior Seminar. For further information, or to register for the FPJ minor, see the Director, Prof. Matthew Mullane, Carney 429 (617-552-3886).

Film Studies

The Film Studies Minor, a joint undertaking of the Fine Arts and Communication Departments, assists students in developing critical and technical abilities in the area of film.

The Minor consists of two required courses and four electives. Normally, a student begins with either FM 283 History of European Cinema or FM 202 Introduction to Film Art. The other required course is FM 171 Film Making. The four electives may be chosen from the areas of film history and criticism, film or video production, communications or photography. At least one of these electives must be taken in the Communication Department.

Students interested in the Film Studies Minor may contact one of the Co-Directors, Prof. John Michalczyk in Devlin 424 or Prof. Richard Blake, S.J., in Devlin 416, 617-552-4295.

German Studies

The interdisciplinary minor in German Studies offers students an introduction to the language and cultures of Germany, Austria and Switzerland. The foremost goal of the program is to provide participants with an understanding of the history of German-speaking civilization, but also to acquaint them with Germany's place in today's world.

The interdisciplinary minor in German Studies consists of six upper division courses: Germany Divided and Reunited (GM 242), two additional courses from the Department of German Studies, and three courses from other departments. All students minoring in German Studies are strongly encouraged to spend one semester abroad.

Interested students should contact the Director of the Minor, Prof. Rachel Freudenburg, Department of German Studies, Lyons 201F (617-552-3745, e-mail: freudendr@bc.edu), or consult the website at http://www.bc.edu/bc_org/avp/cas/ger/minor.html.

International Studies

The minor in International Studies is designed to prepare students to become aware and effective citizens in an increasingly interdependent international environment. The six required courses focus on cultural, political, and economic relations among states, international organizations, multinational corporations and social movements. Working with an advisor, students select a cluster of courses from a thematic focus (Development Studies, International Political Economy, Causes of International Peace and War, Ethics of International Relations) as well as from their region of emphasis. They must complete two introductory courses, a senior seminar, and a senior paper.

The program strongly encourages foreign study and advanced study of a foreign language. It provides a foundation for careers in government, business, non-profit organizations, international institutions or journalism as well as preparation for graduate study. Guidelines for the International Studies Minor and an application are available at the International Studies Program Office located in Hovey House, Room 108, or on the International Studies website at www.bc.edu/isp. Students may also consult the Director, Prof. Robert Murphy, Economics Department, Lower Campus Administration Building, Room 485 (617-552-3688; murphyro@bc.edu) or the academic advisor, Linda Gray MacKay, Hovey House 108 (617-552-0740; mackayli@bc.edu).

Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, drama and theater, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a three-semester sequence of courses integrating the history and literature of Ireland from the eighteenth to the twentieth centuries.

For Irish Studies Minors, the Irish Studies Program offers first-semester senior year courses at University College Cork and University College Galway. The program at University College Cork provides extensive exposure in areas of Irish culture not ordinarily available in the United States, such as archeology, ethnography, folklore, and anthropology. The program at University College Galway offers intensive study in the Irish language for students who have had experience with the language. Interested students should apply to the Center for International Programs and Partnerships and see Professor Kevin O'Neill, History Department or Professor Robert Savage, Irish Studies Program.

The Abbey Theatre Summer Workshop consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theater. Interested students should apply to Professor Philip O'Leary, English Department before March 1. Registration for this program takes place in the fall semester only.

Students minoring in Irish Studies are eligible for the Maeve O'Reilly Finley Fellowship to be used for graduate study in Ireland. This fellowship will be awarded annually to an Irish Studies Minor.

Students interested in the Irish Studies Program should contact Prof. Robert Savage, Irish Studies Program, 617-552-3966, or Prof. Kevin O'Neill, History Department, 617-552-3793. Students may also consult the Irish Studies website at http://www.bc.edu/bc_org/avp/cas/irish/.

Latin American Studies

The Latin American Studies program encompasses faculty and courses from across the University. With academic advisement from participating faculty, students can shape the Latin American Studies minor to fit usefully with their academic major and with the ambitions they hope to pursue after graduation. Students may earn a minor in Latin American Studies by completing six courses from at least three different academic departments, selected from among courses approved for the program. Proficiency in Spanish or Portuguese that is equivalent to successful completion of a third-year college language course is required for the minor.

Students seeking to earn a minor in Latin American Studies must submit a proposed plan of study to the Director of the program, usually no later than the second semester of the sophomore year. The Director, in consultation with the student and other faculty in the program, will review the proposal, and notify the student of his/her acceptance into the minor.

For further information contact the Director, Prof. Douglas Marcouiller, S.J., or consult the Latin American Studies website at <http://www.bc.edu/schools/cas/latinam/>.

Middle Eastern and Islamic Studies

This program emphasizes the interdisciplinary study of the Middle East and Moslem world from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern and Islamic Studies useful for careers such

as journalism, diplomacy, business, and social service as well as graduate programs of academic and professional training. Courses cover the social, economic, political, cultural, and religious heritage, and contemporary developments in their regional and world settings.

Students interested in the program should contact Prof. Ali Banuazizi, Psychology Department, McGuinn 324, 617-552-4124, or Prof. Benjamin Braude, History Department, Carney 172, 617-552-3787, or consult the program website at <http://www.bc.edu/meis>.

Scientific Computation

The minor in Scientific Computation is an interdisciplinary program drawing on faculty in several departments which complements students' training in the natural and social sciences. The minor focuses on applications of the computational methodologies developed in physics, chemistry, mathematics, economics and finance for empirical research. Students selecting the minor will be exposed to a wide range of computational techniques of practical value in solving empirical and modeling problems.

Six courses are required for the minor: two mathematics courses (MT 202 and MT 210), one course in scientific programming (PH 330, cross listed), one course in numerical methods and scientific computation (PH 430, cross listed), one elective course, and a capstone course in advanced scientific computation. Attendance at a senior seminar is also required.

For further information on the Scientific Computation minor, see Prof. Jan Engelbrecht, Physics (jan@physics.bc.edu), or Prof. Christopher Baum, Economics (baum@bc.edu), co-directors of the minor, or consult the website at <http://fmwww.bc.edu/CSC/>.

Women's Studies

The Women's Studies Program is an interdisciplinary forum for the study of women's past and present position in society. Women's Studies analyzes the similarities and differences among women as a result of such factors as race, class, religion, and sexuality. The concept of gender relations is considered a primary factor in our understanding of women's roles in various institutions and societies. The Women's Studies Program offers an interdisciplinary minor that consists of two required courses: Introduction to Feminisms (EN 125, PS 125, SC 225), and Advanced Topics in Women's Studies (CO 593), plus four additional courses (selected from a range of disciplines).

For more information consult the Director of the Minor, Professor Lisa Cuklanz, Communication Department, 617-552-8894, and the Women's Studies website. Students may decide to minor in Women's Studies any time prior to graduation provided that the requisite scope and number of courses have been completed with satisfaction.

Fifth Year B.A./M.A.

The College of Arts and Sciences and the Graduate School of Arts and Sciences offer a 5-year B.A./M.A. program in some departments. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master's degree program in the Graduate School of Arts and Sciences (McGuinn 221). Admission to the B.A./M.A. program normally requires an overall GPA of 3.333, and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program limits to **two** the number of courses credited towards the master's degree that may also be counted towards the thirty-eight (38) courses required for the undergraduate degree. The undergraduate degree will be conferred on completion of undergraduate requirements. The master's degree will be conferred on completion of degree requirements specified by the department.

Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer a dual degree program for a limited number of undergraduate psychology and sociology majors. During the sophomore year interested students take two prerequisites (Statistics and Introduction to Social Work) and apply for formal acceptance in the Program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year; at which time they receive the B.A. degree. They then enroll as Second Year M.S.W. candidates for their fifth and final year. Further information may be obtained from the Graduate School of Social Work's Admissions Office, McGuinn Hall, the Departments of Psychology and Sociology (McGuinn), and the Arts and Sciences Dean's Office (Gasson 109).

Minors in the Lynch School of Education for Arts and Sciences Students

Arts and Sciences students completing minors in the Lynch School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have credit in at least 32 Arts and Sciences courses.

Secondary Education

Students majoring in Biology, Chemistry, Classical Studies, English, a Foreign Language, History, Mathematics, Geology, Physics, or Theology (not for certification) in the College of Arts and Sciences may apply to minor in Education. This program begins in the sophomore year and interested students should contact the Coordinator of Secondary Education or the Office of the Assistant Dean for Students and Outreach in the Lynch School of Education during the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisors' approval. This program does not lead to certification, but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education: Child Growth and Development, Family, School, and Society, Psychology of Learning, Classroom Assessment, Working with Special Needs Children, and one Education elective as an optional sixth course.

International Study Program

The aim of the International Study Program is to enable students to become fluent in a foreign language and to better understand a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must (1) have a 3.2 average in the major and approximately the same in general average, (2) have completed a significant number of courses in the major and have made substantial progress on Core requirements, (3) have the approval of the chairperson of the major department, and (4) have adequate proficiency in the language of the country in which he/she plans to study. For students who have not passed the language proficiency requirement, a minimum of one year of college level language study is required.

Students should begin the application process by contacting the Center for International Studies early in their sophomore year. Final approval will be given by the Deans on the basis of a student's academic record at the end of sophomore year.

Academic Regulations: Procedure of Appeal

Students with questions of interpretation or petitions for exception from the College of Arts and Sciences Regulations, apart from those specified in the University's academic integrity policy, may submit them to an Appeals Board appointed by the Educational Policy Committee.

A student should always attempt to resolve problems concerning the manner in which grades have been awarded or the academic practices of an instructor by direct contact with the instructor. In the rare case of an unresolved question the student should first refer the matter to the Chairperson or Director of the relevant department or program.

A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the Dean for her or his class. The Dean will then request written responses from both the instructor and chairperson and submit the case to the Appeals Committee of the Educational Policy. The committee will review the case thoroughly and make a recommendation on resolution to the Dean of the College. The Dean's decision will be final.

GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Master of Science (M.S.). The Graduate School also may admit as Special Students those not seeking a degree who are interested in pursuing course work for personal enrichment.

General Information

The Graduate Admissions Office, McGuinn Hall 221, is open from 8:45 A.M. to 4:45 P.M., Monday through Friday, to assist those making preliminary inquiries. Application materials for U.S. citizens or for those who have official permanent U.S. resident status are included in the *Graduate School Bulletin*. The *Bulletin* may be obtained either from the department in which students hope to study or from the Graduate Admissions Office. All non-U.S. citizens should obtain their application materials from the Graduate Admissions Office as additional documents are required of them, and additional information is provided for them.

The *Schedule of Courses* is published by the Office of Student Services prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association provide non-academic services for students.

Master's Degree Programs

Requirements for Degrees of Master of Arts and Master of Science

Acceptance

Candidates for the Master's degree must generally be graduates of an accredited college with at least 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the graduate school by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of six credits.

Course Credits

A minimum of 30 graduate credits is required for each Master's degree. No formal minor is required, but, with the approval of his or her major department, a student may take a limited number of credits in a closely related area. No more than six graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit" under Academic Regulations.

Fifth Year B.A./M.A.

In cooperation with the College of Arts and Sciences, the Graduate School of Arts and Sciences offers a fifth year B.A./M.A. program in some disciplines. See the Undergraduate College of Arts and Sciences for further information.

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follows a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The philosophy of the residence requirement is that a doctoral student should experience the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student in the University, is required. A plan of studies that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. However, students must first be admitted to a departmental program. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

Special Students (Non-Degree)

Students not seeking a degree, but who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter departments of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate department in concert with Graduate School regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Permission to con-

tinue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director. While required, gaining such permission is not considered to be the same as an original application for admission; consequently, a second application fee is not required.

Admission

Eligibility and Application Information

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Woods College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, one should consult his or her own department.

The Graduate School accepts two classes of applicants: degree students (degree-seeking) and special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information, official transcripts, and references. All of these documents will be found in the *Graduate School of Arts and Sciences Bulletin*, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, etc., consult the requirements of the department to which admission is being sought. All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.

Applicants for special student status should consult the *Graduate Arts and Sciences Bulletin* regarding required application documents. *All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 221.*

Degree and special students are not admitted officially until the completed application form with a positive department recommendation has been approved by the Assistant Dean. Admission should not be presumed without receipt of official notification from the Assistant Dean.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental master's, C.A.G.S., and doctoral programs.

For the necessary application forms and information, domestic students (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest or to the Graduate Admissions Office.

Foreign students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School of Arts and Sciences, Admissions Office, McGuinn Hall 221.

Information on the GRE tests also may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or at <http://www.gre.org>.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents

kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Acceptance

Announcements of acceptance or rejection are usually mailed on or about April 15 for September admissions but may vary by department. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Assistant Dean.

Financial Aid

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including:

- Graduate Assistantships
- Research Assistantships
- Teaching Assistantships
- Teaching Fellowships
- Tuition Scholarships
- University Fellowships

Individuals whose applications are complete will routinely be considered for financial aid by the department in which they hope to study; no separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

Fellowships

University Fellowships

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

Fellowships for American Minority Group Students

The Graduate School sponsors several fellowships specifically for American minority group students. These fellowships carry tuition scholarships and stipends of \$17,500 for the 2003-04 academic year and do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Graduate Assistantships and Teaching Assistantships

Assistantships are available in most departments. Generally, the Assistants in the natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the department chairperson.

Assistantships provide a stipend that varies among departments.

Research Assistantships

Research Assistantships are available in some departments. The stipends are similar, but not uniform among the departments. Summer research opportunities are also available on some research projects. For further information, contact the chairperson of the department.

Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

Procedures for Financial Aid Recipients

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients of fellowships and assistantships must report to the Graduate Admissions Office to fill out personnel and tax information forms.

An aid recipient who relinquishes a fellowship, assistantship or a tuition scholarship must report this matter in writing to the department chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the Office of Student Services where all such aid is administered. Refer to the earlier section on financial aid in this catalog and to the *Graduate School Bulletin*.

Biochemistry

Program Description

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in biochemistry and related courses in chemistry and biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences.

The minimum requirements for the Biochemistry major are as follows:

- Two semesters of General Chemistry and laboratory
CH 109-110 (or CH 117-118) lecture
CH 111-112 (or CH 119-120) laboratory
- Two semesters of Introductory Biology
BI 200-202
- Two semesters of Organic Chemistry and laboratory
CH 231-232 (or CH 241-242) lecture
CH 233-234 (or CH 243-244) laboratory
- Two semesters of Molecular Cell Biology and Genetics
BI 304 Molecular Cell Biology lecture
BI 305 Genetics lecture
- Two semesters of Biology laboratory
BI 310 Molecular Cell Biology Laboratory
BI 311 Genetics Laboratory
- One semester of Analytical Chemistry and laboratory
CH 351 Analytical Chemistry
- One semester of Physical Chemistry
CH 473 lecture
- Two semesters of Biochemistry/Molecular Biology
CH 561-562 Biochemistry I and II lecture or
BI 435 and BI 440 Biological Chemistry, Molecular Biology lecture
- One semester of Biochemistry laboratory
BI 480 or CH 563 laboratory

- Two advanced electives from the following list: BI 454 Introduction to the Literature of Biochemistry, BI 474 Principles of Metabolism, BI 506 Recombinant DNA Technology, BI 509 Vertebrate Cell Biology, BI 515 Biophysical Chemistry, BI 535 Structural Biochemistry of Neurological Diseases, BI 556 Developmental Biology, BI 558 Neurogenetics, BI 570 Biology of the Nucleus, CH 564 Physical Methods in Biochemistry, CH 565 Chemical Biology: Nucleic Acids, CH 566 Bioinorganic Chemistry, CH 567 Chemical Biology: Structure and Function, CH 569 Chemical Biology: Enzyme Mechanisms, CH 570 Introduction to Biological Membranes, CH 582 Advanced Topics in Biochemistry, CH 588 Computational Biochemistry

In addition to the above, the following courses are also required:

- Two semesters of Physics with laboratory
PH 211-212 lecture and laboratory
- Two semesters of Calculus
MT 100-101 lecture

Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. With approval, this year-long project may replace the requirement for Biochemistry Laboratory (BI 480 or CH 563).

- BI 463-464 Research in Biochemistry
- CH 593-594 Introduction to Biochemical Research* or (BI 399, CH 399) Advanced Independent Research

*With approval of Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422)

Course Sequence

First Year

- Introductory Biology (BI 200-202)
- General Chemistry (CH 109-110 or CH 117-118) with laboratory
- Calculus (MT 100-101)

Second Year (Fall)

- Physics (PH 211) with laboratory
- Organic Chemistry (CH 231 or CH 241) with laboratory
- Molecular Cell Biology (BI 304)
- Molecular Cell Biology and Laboratory I (BI 310)

Second Year (Spring)

- Physics (PH 212) with laboratory
- Organic Chemistry (CH 232 or CH 242) with laboratory
- Genetics (BI 305)
- Genetics Laboratory II (BI 311)

Third Year (Fall)

- Biological Chemistry (BI 435) or Biochemistry I (CH 561)
- Analytical Chemistry (CH 351)

Third Year (Spring)

- Molecular Biology (BI 440) or Biochemistry II (CH 562)
- Physical Chemistry (CH 473)

Fourth Year

- Biochemistry Laboratory (BI 480 or CH 563)
 - Two advanced electives
- For additional information, contact either Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422).

Biology

Faculty

Joseph Orlando, *Associate Professor Emeritus*; B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Yu-Chen Ting, *Professor Emeritus*; A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Anthony T. Annunziato, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

David Burgess, *Professor*; B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis

Thomas Chiles, *Professor*; B.S., Ph.D., University of Florida

Peter Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Charles S. Hoffman, *Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

Daniel Kirschner, *Professor*; B.A., Western Reserve University; Ph.D., Harvard University

Marc A.T. Muskavitch, *Professor*; Chairperson of the Department; B.S., University of Wisconsin, Madison; Ph.D., Stanford University

Thomas N. Seyfried, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Grant W. Balkema, *Associate Professor*; B.S., Ph.D., Purdue University

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Laura Hake, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University

Clare O'Connor, *Associate Professor*; B.S., Ph.D., Purdue University

William H. Petri, *Associate Professor*; A.B., Ph.D., University of California, Berkeley

Donald J. Plocke, S.J., *Associate Professor*; B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Eric G. Strauss, *Research Professor*; B.S., Emerson College; Ph.D., Tufts University

Junona F. Moroianu, *Assistant Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University

Janet Paluh, *Assistant Professor*; B.S./M.S., Ph.D., Purdue University; Ph.D., Stanford University

Stephen Wicks, *Assistant Professor*; B.Sc., McMaster University; Ph.D., University of British Columbia

Robert J. Wolff, *Senior Lecturer*; B.A., Lafayette College; Ph.D., Tufts University

Departmental Notes

Important changes and additions to the biology program since the printing of the academic catalog are posted on-line at <http://www.bc.edu/biology>. Students are encouraged to check this site frequently as it contains the most accurate and up-to-date information available.

- Graduate Program Director: Professor Daniel Kirschner, kirschnd@bc.edu
- Undergraduate Program Director: Professor William Petri, petri@bc.edu
- Department Administrator: Dr. Richard Monheimer, monheimr@bc.edu

- Director of Laboratories: Dr. Mariana Tran, mariana@bc.edu
- Assistant Director of Laboratories: Melanie Kutschke, kutschke@bc.edu
- Technology Coordinator: Noel Gillis, tc.biology@bc.edu
- Office Coordinator: Jenny Williamson
- Department Telephone: 617-552-3540
- World Wide Web: <http://www.bc.edu/biology>

Undergraduate Program Description—B.A. and B.S. Degrees

The department offers both Bachelor of Science and Bachelor of Arts degree programs in biology. The B.S. program is well-suited for Biology majors who are interested in pursuing those aspects of the field that require a strong background knowledge in physics, chemistry, and mathematics and for students who want to fulfill pre-medical/pre dental requirements as part of their Biology major. Normally, those interested in areas like molecular biology, biochemistry, biophysics, physiology, neurobiology, or cellular biology should pursue this degree.

The new B.A. degree program also has a solid foundation in biology as its base, but allows more room in a student's schedule for additional biology and relevant non-biology electives by removing the specific requirement for organic chemistry and calculus-based physics that characterizes the B.S. program. Under the B.A. rubric, majors have more flexibility in choosing both additional science and mathematics courses, as well as more opportunity to broaden their educational experience. The B.A. program can better serve Biology majors interested in integrating their study of biology with other related areas including law, ethics, history, sociology, computer science, and management.

Students should note that unlike the B.S. program, the B.A. program does not automatically fulfill medical school admission requirements without additional course work in chemistry, physics, and mathematics. Contact the Premedical Office for details.

The study of biology under either program offers students an exciting opportunity to study life from many viewpoints: from the molecular biology and biochemistry of cells to genetic, developmental, and neurological aspects of organisms; from the structure, function, and physiology of cells, organs, and individuals to the interaction of organisms with each other and the environment. The goal of the program is for students to attain knowledge and understanding of the underlying principles of biological science and to be able to make what is learned practical through laboratory experience. For this reason, the major requires participation in several laboratory courses and the Department strongly encourages its students to participate in a wide variety of advanced research experiences. Students with standard high school preparation in biology (a single, year-long general biology course with lab) should follow the regular programs for Biology majors described as follows. Students with stronger preparation (AP biology courses with lab) and who have achieved a score of 5 on the AP Exam should consider following the Advanced Placement Program. Students in doubt concerning the most appropriate program are encouraged to seek advice from a Biology Department advisor during freshman orientation or at other times which can be arranged through the Biology office.

Biology encompasses a huge field of inquiry that contains many sub-disciplines. At Boston College, Biology majors may concentrate their study in one primary area by choosing their bio-electives and research courses to follow one of several focuses including, for example, molecular biology and biochemistry, cellular and developmental biology, neuroscience, or environmental and population

biology. More information on these areas may be obtained from the Biology website. Those interested in specifically emphasizing the field of biochemistry in their studies can do so either as a concentration within the Biology B.S. major or consider the alternative inter-departmental Biochemistry major.

Requirements for Majors in the Bachelor of Science (B.S.)

Program

- Introductory Biology (BI 200 and BI 202)
- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Five upper division electives in biology (level 400 and 500 taken from at least two of the three categories of bio-elective courses)
- Two additional laboratory credits (level 300 or higher)
- Eight corequisite courses in mathematics, chemistry, and physics

Biology majors are advised to enroll in BI 200-202 in their freshman year, and in BI 304-305 and BI 310-311 in their sophomore year. This schedule allows majors to take maximum advantage of the opportunities for undergraduate research that are available to juniors and seniors and to have maximum flexibility in choosing upper-division electives. For these reasons, majors are given preference in enrollment in the foundation courses if seating becomes limited.

The five upper-division elective courses in biology must be exclusive of seminars and tutorials and they must be chosen from at least two of the three categories of biology electives. Typically, undergraduate research courses (BI 461-467, BI 399, and BI 490), and graduate courses at the 600 level or higher do not count as upper division bio-electives. However, in certain limited cases, with the recommendation of the faculty advisor and the approval of the Chairperson, two or more semesters of undergraduate research may be allowed to substitute for one upper-division elective. The requirement for two additional laboratory credits (level 300 or higher) may be satisfied by taking two one-credit laboratory courses (or equivalents) or by taking one laboratory course worth two or more credits. With departmental permission, one semester of undergraduate research in biology (BI 461-467) can be substituted for two lab credits. Also, some combined lecture-lab courses count as the equivalent of a one-credit lab for the purposes of this requirement. Courses that satisfy one or two credits of this requirement have this fact noted in their course descriptions. Students are cautioned to note that courses are not allowed to be co-counted for both elective and lab requirements. Note that students must take at least three semesters of undergraduate research in biology (BI 461-467) to use these courses to satisfy both the two additional lab credit requirement and as a substitute for one bio-elective. Students should consult the biology website for more information on this point. An updated list of courses satisfying the lab requirement is also available on the Biology website.

Requirements for Majors in the Advanced Placement Bachelor of Science (B.S.) Program

Students with strong high school preparation in biology (AP biology courses with lab) and who have achieved a score of 5 on the AP Exam are encouraged to follow the advanced placement program. This program allows students to enroll as freshmen in BI 304-305 Molecular Cell Biology and Genetics and BI 310-311 Laboratory, and replaces BI 200-202 Introductory Biology credits with two additional upper division bio-electives. Advantages of the program are that students more quickly advance to a level where they can select from the more focused upper division biology courses. In order to ensure a reasonable breadth in biology training for students who choose the advanced placement program, they are required to

take at least one of their seven bio-electives from each of the three categories of bio-elective courses. The categories are listed as follows. Generally, with regard to other aspects of the Biology majors' program, advanced placement students follow the same rules as students in the B.S.

Summary of specific course requirements for advanced placement students:

- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Seven upper division biology electives (level 400 and 500) (at least one course taken from all three bio-elective course categories)
- Two additional laboratory credits (level 300 or higher)
- Eight corequisite courses in mathematics, chemistry, and physics (listed below)

Corequisites for the Bachelor of Science

One year each of the following:

- General Chemistry and lab (CH 109-110, 111-112)*
- Organic Chemistry and lab (CH 231-232, 233-234)*
- Physics (calculus based) and lab (PH 211-212, 203-204)*
- Calculus (MT 100-101) or, if supported by AP exam or Mathematics Department recommendation, Calculus/Biostatistics (MT 101 and BI 230)*

*Courses routinely used to fulfill these corequisites are indicated in parentheses. However, some higher level courses and alternatives are acceptable. Students interested in these alternatives should consult the departmental website, publications, and advisors.

Requirements for Majors in the Bachelor of Arts (B.A.) Program

- Introductory Biology (BI 200 and BI 202)
- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Three upper division biology electives (level 400 and 500) (taken from at least two of the three categories of bio-elective courses)
- Three B.A. electives (from the list of approved courses on the website)
- Two additional laboratory credits (level 300 or higher)
- Three corequisite courses and labs in math and chemistry (as follows)

Requirements for Majors in the Advanced Placement Bachelor of Arts (B.A.) Program

- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Five upper division biology electives (level 400 and 500) (at least one course taken from all three bio-elective course categories)
- Three B.A. electives (from list of approved courses on website)
- Two additional laboratory credits (level 300 or higher)
- Three co-requisite courses and labs in mathematics and chemistry (as follows)

Corequisites for the Bachelor of Arts

One year of chemistry and at least one semester of mathematics.

- General Chemistry and lab (CH 109-110, 111-112)*
- Calculus (MT 100 or 101) or Biostatistics (BI 230)*

*Courses routinely used to fulfill these corequisites are indicated in parentheses. However, some higher level courses and alternatives are acceptable. Students interested in these alternatives should consult the departmental website, publications, and advisors.

Students who are interested in majoring in biology and who have a need for alternatives in course scheduling or sequencing should consult a Biology Department advisor as early in their studies as possible. For freshmen, this consultation should preferably take place at summer orientation before registration. Students needing special help in replacing discontinued courses should contact the Department office at 617-552-3540.

Those interested in emphasizing the field of biochemistry in their studies consider the alternative interdepartmental Biochemistry major.

Biology Upper Division Elective Course Categories

B.S. program majors need five courses with at least one from each of two different categories. Advanced Placement B.S. majors need seven courses with at least one from each of all three categories. B.A. Program majors need three courses from at least two categories. Advanced Placement B.A. Program majors need five courses from all three categories. Consult the biology website for additions and changes to this list.

Category One: Molecular Biology, Genetics, and Biochemistry

BI 435 Biochemistry (Biological Chemistry), BI 440 Molecular Biology, BI 454 Literature of Biochemistry, BI 480 Biochemistry Lab, BI 506 Recombinant DNA Technology, BI 507 Computational Biology, BI 515 Biophysical Chemistry, BI 533 Cellular Transport and Disease, BI 535 Structural Biochemistry, BI 541 Molecular Immunobiology, BI 557 Neurochemical Genetics, BI 570 Biology of the Nucleus, BI 580 Molecular Biology Lab

Category Two: Cellular, Developmental, and Organismal Biology

BI 409 Virology, BI 412 Bacteriology, BI 425 Stem Cells, Cloning and Human Development, BI 430 Functional Histology, BI 509 Vertebrate Cell Biology, BI 510 General Endocrinology, BI 538 The Cell Cycle, BI 540 Immunology, BI 548 Comparative Animal Physiology, BI 554 Mammalian Physiology, BI 556 Developmental Biology, BI 562 Neurophysiology, BI 581 Neuroscience

Category Three: Population and Environmental Biology

BI 401 Environmental Biology, BI 442 Principles of Ecology, BI 443 Coastal Field Ecology, BI 445 Animal Behavior, BI 446 Marine Biology, BI 449 Methods in Environmental Field Research, BI 458 Evolution

Information for First Year Majors

The normal course load for first term Biology B.S. and B.A. majors is BI 200 Introductory Biology, CH 109 General Chemistry with laboratory, and MT 100. With appropriate Advanced Placement Exam scores, B.S. students can begin with MT 101 instead and B.A. students can be considered to have completed their mathematics requirement. See the biology web site for details. BI 200 is an introduction to living systems at the molecular, cellular, organismal, and population levels. It is required for regular program Biology and Biochemistry majors, and open to others.

First term Advanced Placement Biology B.S. and B.A. majors should enroll directly into BI 304 Molecular Cell Biology and the corequisite BI 310 laboratory as well as in CH 109 General Chemistry with laboratory or CH 117 Principles of Modern Chemistry with laboratory, and MT 100 or MT 101 Calculus or equivalent courses depending on their mathematics background. For details, consult the Biology website.

Information for Non-Majors

Non-majors seeking a year-long course in general biology should normally enroll in BI 100-102 Survey of Biology. Prehealth (premedical, pre dental, preveterinary) students should take BI 200-202 Introductory Biology. Those students needing a year-long biology laboratory can enroll in BI 210-211 General Biology Laboratory. In addition, pre-health students who are not majoring in biology should obtain a Premedical Advising Packet from the Premedical Office.

Information for Study Abroad

Students in the regular B.S. program, requiring 5 upper division bio-electives, apply for approval to take the following major courses abroad: One upper division bio-elective equivalent (Note: No other substitutions for the remaining 4 required bio-elective courses will be allowed.); Physics with laboratory—calculus based (equivalent to PH 211/203 and/or PH 212/204 or higher); Calculus (equivalent to MT 100 and/or MT 101 or higher).

Students in the advanced placement B.S. program, requiring seven upper division bio-electives, may apply for approval to take the following major courses abroad: two bio-elective substitutions (Note: No other substitutions for the remaining five required bio-elective courses will be allowed.); Physics with laboratory—calculus based (equivalent to PH 211/203 and/or PH 212/204 or higher); Calculus (equivalent to MT 100 and/or MT 101 or higher).

Students in the Biology B.A. program may apply for approval to take the following major courses abroad: one B.A.-elective equivalent; Calculus equivalent (MT 100 and/or MT 101 or higher), or Biostatistics.

Students in the advanced placement Biology B.A. program, may apply for approval to take the following major courses abroad: one B.A.-elective equivalent course or one bio-elective equivalent during the first semester abroad, Calculus equivalent (MT 100 and/or MT 101 or higher), or Biostatistics. Students studying abroad for two semesters, may obtain approval to take one B.A.-elective equivalent and one bio-elective equivalent course abroad.

Specifically approved Boston College courses for the purpose of satisfying the upper division bio-elective requirement are those numbered BI 400 through BI 599, excluding Undergraduate Research (BI 461-467), Tutorials (BI 490), and Advanced Independent Research (BI 399). In order to be considered as a possible substitute for a bio-elective, a course must be a second level course; that is, it must have published biology prerequisites and not be at an introductory level or appropriate for students with no prior college level courses in biology. Students applying to take only one semester of physics abroad must present evidence that the semester abroad will properly complement the semester taken at Boston College to form a comprehensive year long calculus-based physics course with a lab.

Students interested in study abroad should consult the undergraduate FAQ page on the Biology website. Students must meet with William Petri, Associate Chairperson, or another designated advisor for study abroad advising and course approval. In order to obtain the required prior approval for international courses as bio-elective substitutes or to fulfill corequisite requirements, students need to fill out a Course Approval Form and submit it to the Biology Department along with a copy of the catalog description for each proposed international course. The description should indicate the course level, intended audience and prerequisites. Such application should be made well in advance and no later than the semester before leaving to study abroad to insure that the course can be reviewed, its course category determined, and adjustments made if needed. The approval process can take several days to weeks (even longer over the summer), so students should plan ahead.

Research Opportunities for Undergraduates

Research is a fundamental aspect of university science study and the Biology Department encourages interested majors to take advantage of the many undergraduate research programs that are available. There are a variety of research programs that can begin as early as the freshman year. Opportunities with a range of commitment levels are available, from single-semester courses to projects involving four semesters or more. Usually, students are advised to spend at least two (2) semesters on a research project.

Undergraduate Research: BI 461-462 is typically a six-credit, two-semester commitment where students work on ongoing research projects in laboratories with other students under faculty guidance. Projects can be extended for a second year under Advanced Undergraduate Research (BI 465-467) and enriched by the addition of the Tutorial in Biology (BI 490).

Advanced Independent Research: BI 399 is a 9- to 12-credit commitment over two semesters. This highly competitive program, which requires the Dean's approval, is designed for ambitious and talented undergraduates who are interested in devoting a major portion of their senior year to scholarly, state-of-the-art research of a quality that can lead to publication. Students design, develop, and research their own projects with close faculty supervision. Completion of a written research thesis is required. Applicants are expected to have some prior research experience before applying to the program. In most instances, applicants will have taken BI 461 and/or BI 462 or an equivalent in their junior year.

Undergraduate research projects may involve almost any area of biology. Currently, major faculty research work centers in the fields of cellular and molecular biology, neurobiology and physiology, developmental biology and gene expression, biochemistry, and immunology. For a description of specific areas of faculty research, see the faculty section of the department website. For information on the above research courses, contact your faculty advisor or the department office.

Biochemistry Major

Refer to the Biochemistry section for a description of this interdisciplinary major. Students with questions should contact Dr. Annunziato or the Biology Department office.

Graduate Program Description

The Biology Department offers courses leading to the degrees of Doctor of Philosophy and Master of Science. The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Biology Department.

Those seeking admission to the graduate program should have a strong background in biology, chemistry, and mathematics with grades of B or better in these subjects. Deficiencies in preparation as noted by the Admissions Committee may be made up in the graduate school.

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined by the Graduate School of Arts and Sciences, must be met. The minimum curriculum for Ph.D. students consists of four core courses in genetics, biochemistry, molecular biology, and cell biology (BI 611, BI 612, BI 614, BI 615); two additional graduate level (500 or higher) biology courses; three graduate seminars (800 or higher); and a course in the responsible conduct of research. Ph.D. students are required to do three 10-week research rotations in their first year in the program. In addition, to advance to candidacy for the doctoral degree, students must pass a comprehensive examination and defend a research proposal during their second year.

For the master's degree, a minimum of 30 graduate credits is required. This must include the four core courses (see above); two additional graduate level biology courses (500 or higher); one seminar course (BI 800 or higher); and a course in the responsible conduct of research. Two 10-week research rotations are also required.

Both M.S. and Ph.D. students are expected to attend departmental colloquia (usually Tuesday afternoons). Both degrees require the presentation and oral defense of a thesis based on original research conducted under the guidance of a Biology Department faculty member.

M.S. and Ph.D. students are also expected to participate in teaching undergraduate courses during their course of studies.

For the M.S.T. degree, course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., refer to the Lynch School of Education's Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

BI 100 Survey of Biology I (Fall: 3)

Satisfies Natural Sciences Core Requirement

Offered without a laboratory, this course is intended to investigate fundamental issues in biology and is targeted at the non-biology major. The course is offered in two parts, although they may be taken in reverse order, if necessary. The fall semester focuses on the nature of scientific investigation, the origins of life, biomolecules, cell structure, and molecular genetics. Evolutionary processes and the effects of environmental change on living systems are stressed throughout the course.

Eric Strauss

Silvard Kool

BI 102 Survey of Biology II (Spring: 3)

Satisfies Natural Sciences Core Requirement

This course is a continuation of BI 100. The spring semester topics focus on biology at the organismal and population level. Topics include population genetics, evolution of new species, extinction, neurophysiology, behavior, conservation biology, and human evolution.

Eric Strauss

The Department

BI 130 Anatomy and Physiology I (Fall: 3)

Corequisite: BI 131

Does not satisfy the Natural Sciences Core requirement

This course is an intensive introductory course designed to bring out the correlations between the structures and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. This course is primarily intended to prepare nursing students for their clinical career. Students outside the Connell School of Nursing should consult with the Biology Department.

Carol Halpern

BI 131 Anatomy and Physiology Laboratory I (Fall: 1)

Required of Nursing students taking BI 130

Lab fee required

Laboratory exercises intended to familiarize students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week.

Carol Halpern

BI 132 Anatomy and Physiology II (Spring: 3)

Corequisite: BI 133

Does not satisfy the Natural Sciences Core requirement

A continuation of BI 130.

Carol Halpern

BI 133 Anatomy and Physiology Laboratory II (Spring: 1)

Lab fee required

A continuation of BI 131.

Carol Halpern

BI 134 Human Physiology I (Fall: 3)

Does not satisfy the Natural Sciences Core requirement

A lecture course that focuses on the correlations between the structure and functions of the various systems of the human body. Each system is treated from the microscopic to the macroscopic levels of organization. This course is not intended for students in the Connell School of Nursing.

Carol Halpern

BI 135 Human Physiology II (Spring: 3)

A continuation of BI 134.

Carol Halpern

BI 161 Nature in American Culture (Fall: 3)

Does not satisfy the Natural Sciences Core requirement

Explores cultural attitudes toward the natural world throughout American history. Critical review of a range of texts across a variety of disciplines, from the religious to the political, from the scientific to the poetic, from the legal to the personal, and from the historic to the philosophic.

Charles Lord

Maxwell Kennedy

BI 163 Understanding Urban Ecosystems: Environmental Law, Policy, and Science (Spring: 3)

Does not satisfy the Natural Sciences Core requirement

This course will explore the scientific and legal elements of the protection and restoration of urban environmental resources, with a focus on Massachusetts. Specifically, the course will cover the basic ecology, legal and social history, and legal and political frameworks for the following topics: urban habitat and wildlife, toxic pollution in cities, urban watersheds, urban air quality and public health, and the city as a biological habitat: human behavior and the urban setting.

Charles Lord

Aaron Toffler

BI 200 Introductory Biology I (Fall: 3)

Prerequisite: CH 109 or equivalent or permission of department

Corequisite: CH 109 or equivalent or permission of department

Satisfies Natural Sciences Core Requirement

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Required for standard program biology and biochemistry majors who are normally expected to take CH 109 concurrently. Biology and biochemistry majors are advised to enroll in the required BI 310-BI 311 Molecular Cell Biology and Genetics lab series in their sophomore year. Other majors desiring a general biology lab course are advised to enroll in

the BI 210-211 lab series, which is not required for majors. Variations from this scheduling pattern are possible, but require departmental approval.

Donald Plocke, S.J.

Arlene Wyman

Marilee Ogren

BI 202 Introductory Biology II (Spring: 3)

Prerequisite: CH 110 or equivalent and permission of department

Corequisite: CH 110 or equivalent and permission of department

Satisfies Natural Sciences Core Requirement

A continuation of BI 200.

David A. Krauss

Robert R. Wolff

BI 209 Biology of the Environment (Fall: 3)

Does not satisfy the Natural Sciences Core requirement

Students will develop an understanding of basic ecological principles and use this knowledge to evaluate current environmental issues. We will examine agricultural systems, aquatic and terrestrial resources, atmospheric change, energy use, and urbanization. We will explore approaches used to deal with environmental issues, including conservation and restoration strategies, management practices, public policy, education, and new developments in the field of economics. Field-trips to various sites will build on topics covered in class. This course is designed to meet the needs of the non-science major who wishes to be part of the environmental studies program.

Charlotte Bryant

BI 210 General Biology Laboratory I (Fall: 1)

Prerequisite: One semester of college-level biology

This course does not satisfy departmental requirements for biology majors.

Lab fee required

The first semester of a two-semester introductory biology laboratory for non-biology majors. This course emphasizes constructing hypotheses, designing experiments, interpreting data, and presenting experimental results. Students will receive a practical introduction to the experimental approaches used in three foundation areas of biology: biochemistry and cell biology, physiology and organ systems, and ecology and field biology.

Mariana Tran

BI 211 General Biology Laboratory II (Spring: 1)

Lab fee required

The continuation of BI 210.

Mariana Tran

BI 214 Capstone Science and Religion: Contemporary Issues (Fall: 3)

Cross listed with UN 521

Restricted to seniors and second semester juniors.

Is it possible for a contemporary scientist to be a believer in God and, in particular, a Christian believer? This course will explore the interaction between religion and science from early modern times (Galileo and Newton) to the present (Hawking, Peacocke, Teilhard de Chardin). The origin of the universe and the origin and evolution of life on earth will be explored. The influence of contemporary physics and biology on the believer's understanding of God's interaction with the world will be considered. Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.

Donald J. Plocke, S.J.

BI 220 Microbiology (Fall: 3)

Prerequisites: BI 130-132

Does not satisfy the Natural Sciences Core requirement

This course is a study of the basic physiological and biochemical activities of microorganisms, effective methods of destruction, mechanisms of drug action on microorganisms, and the application of serological and immunological principles. Intended only for nursing students.

Carol Halpern

BI 221 Microbiology Laboratory (Fall: 1)

Lab fee required

One two-hour laboratory period per week. To be taken in conjunction with BI 220.

Elinor M O'Brien.

BI 224 Health and Science Education Disparities (Spring: 3)

Prerequisite: One course in biology

Satisfies Cultural Diversity Core Requirement

Does not satisfy the Natural Sciences Core requirement

This course is limited to 20 students.

This is a policy course on the current status of African-Americans, Chicanos/Latinos and Native Americans in science. Topics such as health disparities, disparities in science education, Indigenous Peoples health, and the genome project will be discussed. The roles of historically Black colleges and universities, Hispanic serving universities, and tribal colleges in addressing these topics will be covered.

David Burgess

BI 230 Biostatistics (Spring: 3)

Does not satisfy the Natural Sciences Core requirement

This course will introduce biology students to the basic statistical techniques that are used in conducting biological and medical research. The course is divided into four parts: (1) descriptive statistics (averages, variability); (2) probability and probability distributions (basic probability theory and the binomial, poisson, and normal distributions); (3) statistical inference (parametric and non-parametric tests); and (4) relationships between variables (simple and multiple regression).

Richard A. McGowen, S.J.

BI 304 Molecular Cell Biology (Fall: 3)

Prerequisites: BI 200-202 or permission of department

Corequisite: BI 310

This course, focusing on molecular cell biology, is designed to give students a foundation in the molecular biology of the cell and in genetics beyond the level offered in first year courses in biology. It serves as excellent preparation for more advanced courses in cell biology, molecular biology and genetics. The fall semester covers cell and molecular biology. The spring semester introduces students to microbial and eucaryotic genetics. The course and the accompanying laboratory (BI 310) are required for majors and recommended for premedical students.

Kathleen Dunn

Junona Moroianu

Karen Muskavitch

The Department

BI 305 Genetics (Spring: 3)

Prerequisite: BI 304

Corequisite: BI 311

This course focuses on genetics as a continuation of BI 304.

Charles S. Hoffman

Clare O'Connor

BI 310 Molecular Cell Biology Laboratory (Fall: 1)

Corequisite: BI 304

Lab meets once a week

Lab fee required

A laboratory course designed to accompany BI 304 and to introduce students to basic techniques in cell biology, molecular biology, and genetics. Included are exercises in sterile technique, bacterial culture, bacterial transformation, DNA isolation and analysis, restriction enzyme mapping, DNA amplification, protein characterization, and genetic analysis.

Mariana Tran

BI 311 Genetics Laboratory (Spring: 1)

Prerequisite: BI 310

Corequisite: BI 305

Lab meets once a week

Lab fee required

A laboratory course designed to accompany BI 305. The course is the continuation of BI 310 and includes basic techniques in molecular biology and genetics.

Mariana Tran

BI 370 Computational Foundations of Bioinformatics (Fall: 3)

Prerequisites: MT 100, MT 101

This course may be taken for graduate credit with departmental approval.

This course is not open to students who have taken MC 140 and MC 141, or equivalent.

This course provides foundations in mathematics and computer science for biologists. The intended audience consists of students who plan to take Computational Biology BI 507 later, or who would like a rapid, comprehensive introduction to the main concepts of programming, data structures, probability, and statistics used in computational areas of biology, neurobiology, and especially bioinformatics.

Peter Clote

BI 390-391 Environmental Scholar I and II (Fall/Spring: 3)

Departmental permission required

This course does not count as a bio-elective for biology majors

By application only. Applications available in the Environmental Studies program office.

A research and internship program with the Environmental Studies Program and the Watershed Institute at Boston College. Year-long projects measure the impacts of human development on urban and suburban ecosystems. Scholars are divided into three teams focusing on field biology, environmental education, and environmental policy. Environmental Scholars participate in the program 10 hours per week and complete a final project each semester for review by the team's faculty mentor. The Scholars also participate in monthly Scholars Workshops and weekly team meetings.

Eric Strauss

BI 401 Environmental Biology (Fall: 3)

Prerequisites: BI 200-202

This course focuses on the science behind the major environmental issues facing our society. The course begins with a basic grounding in ecology, but then shifts its focus to human-oriented problems. How does the environment affect our society? How do we impact the environment? These are the fundamental questions this course strives to answer. Built around student interests, student presentations are an essential element of this course. During the first week of class students take part in constructing the course syllabus to make sure that the course addresses issues that are of interest to everyone.

David Krauss

BI 409 Virology (Spring: 3)

Prerequisites: BI 200-BI 202 or permission of the instructor

This course will consider viruses that are important in human infectious disease. Viruses to be examined include Influenza, cancer related viruses such as the Epstein Barr Virus and the human papilloma virus, HIV, and the emerging viruses such as Ebola and the hantaviruses. The role of vaccination in eliminating smallpox and its implication in human infections with a related monkey pox virus will also be discussed. The molecular biology of virus life cycles and issues related to epidemiology and etiology will be considered in the context of infectious disease.

Kathleen Dunn

BI 410 Cell Culture Laboratory (Spring: 1)

Prerequisites: BI 304-305; BI 308 or BI 310-311

Lab fee required.

This course can satisfy one credit of the major requirement for additional laboratory credits.

This course will focus on teaching basic tissue culture and immunohistochemical techniques for growing and identifying cells from mammalian tissue. Students will dissociate and culture cortical neurons using sterile techniques. Growth of the neurons and their newly-formed processes will be observed and documented. Antibody labeling and various other techniques will be used to distinguish different classes of growing cells, for example, inhibitory neurons or glial cells.

Ann Yee

BI 412 Bacteriology (Fall: 3)

Prerequisites: BI 200-202, CH 231 taken concurrently or previously

A study of microorganisms as examples of independent cellular life forms, as agents of disease, and as contributors to our environment. Topics covered will include the following: microbial growth, the control of microorganisms, antimicrobial chemotherapy, the nature of viruses, recombination and plasmids, the immune response, and microbial diseases of humans.

The Department

BI 413 Bacteriology Laboratory (Fall/Spring: 1)

Corequisite: BI 412

Lab fee required

Exercises in this laboratory course deal with aseptic techniques, microbial cultivation and growth characteristics, staining and bacterial isolation techniques, differential biochemical tests, identification of unknown bacterial species, and testing effectiveness of antimicrobial agents.

Kathleen Dunn

BI 425 Stem Cells, Cloning and Human Development (Spring: 3)

Prerequisites: BI 304, BI 305

This course will examine some important questions in human reproduction and embryology beginning with gametogenesis, fertilization and early development. Having acquired a basic understanding of gene regulation, pattern formation, morphogenesis and tissue polarity, students will study the in vitro manipulation of mammalian embryos, cloning and embryonic stem cells. The ethical, legal, scientific and technological questions that arise will be investigated.

R. Douglas Powers

BI 430 Functional Histology (Fall: 3)

Prerequisites: BI 200, BI 202, and BI 304

This course can satisfy the major requirement for either an upper division biology elective or one laboratory credit, but not both.

This course investigates the microscopic structure of all the tissues and organs of the body as discernible through the light microscope. Special emphasis will be placed on learning how the structure

of a tissue or organ reflects its function and its possible clinical significance. There will be two one-hour lectures and one three-hour lab each week.

Ann G. Yee

BI 435 Biological Chemistry (Fall: 3)

Prerequisites: BI 200, CH 231 or permission of the instructor

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding how a knowledge of biochemical principals is useful to those engaged in biological research at the molecular, cellular, and organismal levels. The material includes the following: (1) the properties, synthesis, and metabolic activities of carbohydrates, amino acids, proteins, lipids, and nucleic acids, and (2) how the biochemical processes meet the energy, biosynthetic, and nutritional requirements of the cell. Reference will be made to alterations in these processes in specific diseases.

Arlene Wyman

BI 439 Literature of Cell Biology (Spring: 2)

Enrollment limited to 8 students.

Prerequisites: BI 304, BI 305

This seminar-type course focuses on current topics in cell biology as introduced by landmark papers. Topics include: the cell cycle, genome organization, transcription, cell membranes and extracellular matrix, protein synthesis and membrane traffic, and the cytoskeleton. Original research papers from classic literature are read and discussed. The course provides depth in specific areas, enabling students to gain a refined understanding of the means and methods of modern cell biology.

David Burgess

BI 440 Molecular Biology (Spring: 3)

Prerequisites: BI 304, CH 231-232

This course is an intermediate level course in molecular biology with emphasis on the relationship between three-dimensional structure and function of proteins and nucleic acids. Topics will include the following: physical methods for the study of macromolecules, protein folding motifs and mechanisms of folding, molecular recognition, DNA topology, replication, repair and recombination, RNA synthesis and processing, genetic code and translation, and molecular mechanisms for regulation of gene expression. This course, together with BI 435, satisfies the one year requirement of basic biochemistry for the biochemistry major.

The Department

BI 442 Principles of Ecology (Fall: 3)

Prerequisites: BI 200-202 or equivalent, or permission of instructor

This course includes readings in and discussions of principles and concepts of modern ecological theory. Ecological relationships will be studied at the individual, population, community, and ecosystem levels. Evolution will be a common theme throughout the course. Past topics have included mathematical models of population growth, behavioral ecology, predator-prey interactions, energy and productivity, and nutrient cycling. If time permits, environmental aspects of ecology will be covered at the end of the course. There will be two required field trips. A limited number of places will be reserved for non-biology majors who have appropriate background experience.

Robert J. Wolff

BI 443 Coastal Field Ecology (Fall: 3)

Prerequisites: BI 100-102 or BI 110-112 or BI 200-202 or permission of instructor

This course discusses the ontogeny and natural history of barrier beach systems in New England. Course topics include abiotic

factors such as tides and climate, floral and faunal biodiversity and ecology, as well as the conservation of rare ecosystems. Much of the course focuses on projects at the Sandy Neck barrier beach study site on Cape Cod. This course is a suggested prerequisite for students wishing to take Methods in Environmental Research (BI 449). Students interested in participating in field investigation at Sandy Neck should enroll in the one credit course BI 448 Ecological Field Laboratory after speaking with the instructor.

Peter Auger

BI 445 Animal Behavior (Spring: 3)

Prerequisite: One year of an introductory Biology or permission of the instructor

This course will investigate the evolution, development, and adaptive significance of the observed behavior of animals across a broad taxonomic distribution. The course will be structured around major theoretical and research topics in the field including communication, social behavior, reproductive strategies, territoriality, animal cognition, and the role of behavioral studies in the management of endangered species. The class meets twice per week, once each for a 2.5 hour lecture section and a one hour mandatory discussion group. One weekend field trip to the Cape Cod fieldstation is planned and optional field activities are available for interested students.

Eric Strauss

BI 446 Marine Biology (Fall: 3)

Prerequisites: BI 200-BI 202 or permission of instructor

Course requirements include three field trips.

After a brief consideration of the history of oceanography, students are familiarized with the various subdivisions of the marine systems. Subsequently, the different phyla of marine organisms are discussed in a systematic fashion, starting with unicellular life forms and ending with the marine mammals. Physical factors of the world's oceans, such as tides, global current patterns, and horizontal stratification are related to the marine trophic structure in its totality. Other topics include seafloor spreading and hydrothermal vents while special attention is given to ecologically important marine habitats, such as estuaries, mangrove and sea grass communities, and coral reefs.

Silvard Kool

BI 448 Ecological Field Laboratory (Fall: 1)

Prerequisite: Permission of the instructor

This course provides students with the firsthand opportunity to visit, study, and otherwise experience the natural field conditions that are discussed in their Coastal Field Ecology course (BI 443), which is taken concurrently. A minimum of 15 hours will be spent in the field with a professional ecologist examining various components and conditions of the environment that make up natural coastal ecosystems.

Peter Auger

BI 449 Methods in Environmental Field Research (Spring: 3)

Prerequisites: At least one course in Ecology, Coastal Science, or Animal Behavior and instructor's consent

Two (2) credit lab fee required

Limited to 10 students

Intended for juniors potentially interested in pursuing some type of organism independent science project during their senior year. Methods used in environmental field ecology encompass areas associated with animal behavior, field biology and public health. This course will satisfy two credits of the biology major laboratory requirement.

Peter Auger

BI 454 The Literature of Biochemistry (Spring: 3)

Prerequisite: Biochemistry, BI 435 or CH 561

This seminar-type course focuses on current topics in biochemistry and medical research. Topics include aging and telomerase, prions (the infective agent of Mad Cow Disease), nitric oxide (a tiny molecule with an astonishing variety of hormone-like effects), mammalian cloning, cancer and cell cycle regulation, the biochemistry of anthrax, and others. The course provides depth in specific areas, enabling students to gain a refined understanding of the means and methods of experimental science as well as an appreciation for some of its latest products.

Arlene Wyman

BI 458 Evolution (Fall/Spring: 3)

Prerequisite: BI 200-202

This course examines the processes of evolution and the sequence of events that lead to the introduction of new forms of life, as corroborated by the fossil record. Specific topics include: the history of the development of evolutionary theory, the development of methods for reconstructing evolutionary patterns, speciation, adaptive radiation, population genetics, evolutionary convergence, mass extinction, biogeography, possible relationships between past and present-day organismal diversity, and the three major methods used for determining phylogenetic relationships among organisms. Course requirements include one field trip.

Silvard Kool

David Krauss

BI 459 Internship in Environmental Studies (Spring: 1)

Prerequisite: Departmental permission required

Eric Strauss

BI 461 Undergraduate Research (Fall: 3)

Prerequisite: Permission of the chairperson

Lab fee per semester required

Students completing two semesters of undergraduate research within courses BI 461, 462, 465, and 466 can, with departmental approval, substitute these two semesters for one bio-elective. Alternatively, majors can use one of these undergraduate research courses to fulfill two credits of the additional lab requirement. Three semesters of undergraduate research is needed for both a bio-elective substitution and the lab credits. Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

BI 462 Undergraduate Research (Spring: 3)

Prerequisite: Permission of the chairperson

Lab fee per semester required

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

BI 463 Research in Biochemistry (Fall: 3)

Prerequisite: Permission of the chairperson

Lab fee per semester required

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

BI 464 Research in Biochemistry (Spring: 3)

Prerequisite: Permission of the chairperson

Lab fee per semester required

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

BI 465-466 Advanced Undergraduate Research I and II (Fall/Spring: 3)

Prerequisite: Permission of the chairperson

Lab fee per semester required

Designed for students who have completed two semesters of undergraduate research under course numbers BI 461 through BI 464 and who desire to continue independent research projects under the guidance of department faculty.

The Department

BI 480 Biological Chemistry Laboratory (Fall: 3)

Prerequisite: BI 435 or equivalent

Corequisite: BI 435 or equivalent

Lab fee required

This course can satisfy the major requirement for either an upper division biology elective or for two laboratory credits, but not both.

This is an advanced-project laboratory for students interested in hands-on training in modern biochemical techniques under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside of class hours to work on projects intended to produce publication-quality data. Ideal for students interested in solid grounding for and exposure to academic research in biochemistry.

William Petri

BI 489 Internships in Biology (Fall/Spring: 1)

This course provides an undergraduate biology major, who has the permission of both the dean and the Biology Department, to gain one elective credit for working in association with Biology faculty as an off-campus intern.

The Department

BI 490 Tutorial in Biology (Fall/Spring: 3)

Prerequisite: Permission of the instructor and chairperson

This course is a directed study that includes assigned readings and discussions of various areas of the biological sciences.

The Department

BI 499 Advanced Independent Research (Fall/Spring: 6)

Permission of instructor required

See the College of Arts and Sciences section of this Catalog. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.

The Department

Undergraduate and Graduate Course Offerings

BI 506 Recombinant DNA Technology (Spring: 3)

Prerequisites: BI 304-305 (or equivalent) or permission of the instructor

This course will describe the theory and practice of recombinant DNA technology and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology.

Charles S. Hoffman

BI 507 Computational Biology (Spring: 3)

Necessary concepts from molecular biology and probability theory will be presented.

Course requires algorithm development and programming skills.

This course is an introduction to computational molecular biology, with focus on the development and implementation of effi-

cient algorithms for problems generally related to genomics. Sample topics include sequence homology and alignment, phylogenetic tree construction ("All about Eve"), hidden Markov models and their applications (e.g., multiple sequence alignment, recognition of genes), RNA secondary structure prediction, protein folding on lattice models, and determination of DNA strand separation sites in duplication and replication. Algorithmic content of course includes: genetic algorithms, simulated annealing, clustering, dynamic programming, recursion.

Peter Clote

BI 509 Vertebrate Cell Biology (Fall: 3)

Prerequisite: BI 304

This is an advanced cell biology course focusing on the integration of gene activity, subcellular structure, extracellular signals, and specialized function in vertebrate cells. The course will involve an in-depth study of differentiated cell types, including erythrocytes, nerve and muscle cells, epithelia, and cells of the immune system. The molecular and genetic bases for diseases affecting these cell types will be discussed. The course will also include recent developments in the area of cell cycle control and the transformation of normal cells into cancerous cells.

Debra Mullikin-Kilpatrick

BI 510 General Endocrinology (Spring: 3)

Prerequisite: Introductory Biology or permission of instructor

Suggested: Organic Chemistry, Physiology

Many tissues (e.g., the brain, heart, kidney) as well as the classical endocrine organs (e.g., adrenal, thyroid) secrete hormones. This course is concerned with normal and clinical aspects of hormone action. The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered.

Carol Halpern

BI 533 Cellular Transport and Disease (Spring: 3)

Prerequisites: BI 304 and 305, or permission of the instructor

The biology of intracellular traffic is in an exciting period of development. New techniques of molecular and cell biology are leading to discoveries of the transport signals and the major carriers. Topics covered in this course include the following: (1) transport of proteins and different classes of RNAs into and out of the nucleus, (2) transport of proteins into mitochondria and into ER, and (3) vesicular transport. Specific transport deficiencies causing diseases will be discussed. In addition, the course will describe how different viruses (HIV, papillomaviruses, adenoviruses, influenza virus) exploit the intracellular transport pathways of host cells during their life cycle.

Junona Moroiannu

BI 538 The Cell Cycle (Spring: 3)

Prerequisites: BI 304, BI 305

Topics covered include: cell division cycle (cdc) genes, cyclin dependent kinases as universal regulators, phosphorylation and irreversible degradation as means to control cell cycle progression, checkpoint pathways and the role of nuclear import and export in checkpoint control.

Janet Paluh

BI 541 Molecular Immunobiology (Spring: 3)

Prerequisites: BI 304-305, BI 435 or CH 561, or consent of instructor

This course will focus on the regulation of the immune response at the molecular level. Topics include: the regulation of B and T cell development, function of B and T lymphocytes in the

immune response, the molecular basis underlying the generation of antibody and T cell receptor diversity, and antigen processing via MHC I and MHC II pathways. The course will place a heavy emphasis on experimental approaches to study immune regulation and will make extensive use of the research literature in order to cover recent advances in areas such as, lymphocyte activation, tolerance, and clonal deletion.

Thomas Chiles

BI 548 Comparative Animal Physiology (Spring: 3)

Prerequisites: BI 200-202

This is a course about how animals function as well as why they function as they do. The course will emphasize the problems to animal survival posed by the environment in which they live and on the various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

Carol Halpern

BI 554 Physiology (Fall: 3)

Prerequisites: BI 200-202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with an emphasis on neurophysiology, cardiovascular function, respiratory function, renal function, and gastro-intestinal function.

Grant W. Balkema

BI 555 Laboratory in Physiology (Fall: 1)

Prerequisite: BI 200

This course is intended to complement BI 554, and, although it is not a required corequisite of BI 554, it is strongly recommended. Lab fee required

This laboratory course investigates both the five major organ systems respiratory, cardiovascular, renal, gastrointestinal and neurophysiology. The majority of the course consists of real time data acquisition such as spirometry, exercise physiology (running on treadmills), electro cardiograms (EKG), nerve muscle recordings and stimulations, SDS PAGE on urine samples. Other portions of the lab investigate the visual system as far as information processing and optical illusions and the auditory system with tonotopic mapping and tonograms.

Grant W. Balkema

BI 556 Developmental Biology (Fall: 3)

Prerequisite: BI 304 and 305 or permission of the instructor

This course describes both organismal and molecular approaches which lead to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs, and (2) the basis and role of pattern information in this process.

Laura Hake

BI 557 Neurochemical Genetics (Fall: 3)

Prerequisite: BI 305 and BI 435

This course covers classical, biochemical, and molecular genetics related to inherited disorders of the nervous system. Attention is devoted to such current topics as trinucleotide repeats, genomic imprinting, genetic heterogeneity, and gene-environmental interactions. These topics are presented in relationship to a number of neurological diseases including Huntington's disease, Tay-Sachs disease, phenylketonuria, Alzheimer's disease, multiple sclerosis, autism, and complex multifactorial diseases to include mood disorders and epilepsy. Also presented are strategies for gene and dietary based therapies for neurological diseases.

Thomas N. Seyfried

BI 570 Biology of the Nucleus (Spring: 3)

Prerequisites: BI 304-305

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics covered include chromatin structure and function, DNA replication, nucleosome assembly, introns, RNA processing, and gene regulation.

Anthony T. Annunziato

BI 580 Molecular Biology Laboratory (Spring: 3)

Prerequisites: BI 304, BI 305, BI 310, BI 311

Lab fee required. This course can satisfy the major requirement for either an upper division biology elective or for two laboratory credits but not both.

This course is an advanced project laboratory for hands-on training in the experimental techniques of molecular biology under faculty supervision. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught include: macromolecular purification, electrophoretic analysis, recombinant DNA and cloning techniques, DNA sequencing, polymerase chain reaction, and the use of computers and national databases for the analysis of DNA and protein sequences.

Mariana Tran

BI 581 Neuroscience (Spring: 3)

Prerequisite: BI 304 and BI 305 or equivalents

This course presents selected topics in the broad field of neuroscience, focusing primarily on the mammalian nervous system. Topics include historical foundations of neuroscience, synaptic and neurotransmitter systems, neurocellular anatomy, fundamentals of the nervous system organization, neural development, sensory and motor systems, motivation, and learning and memory.

Thomas Seyfried

Marilee Ogren

Graduate Course Offerings

BI 611 Advanced Genetics (Fall: 2)

This course is designed for graduate students who have successfully completed an undergraduate genetics course. Topics include the principles of DNA replication and repair, transmission genetics, microbial genetics, transposition, epistasis and complementation, and gene mapping.

The Department

BI 612 Graduate Biochemistry (Fall: 2)

This course is designed for graduate students who have successfully completed an undergraduate biochemistry course. The course concentrates on the biochemistry of biologically significant macromolecules and macromolecular assemblies. Topics include the elements of protein structure and folding, principles of protein purification and analysis, enzymology, nucleic acid biochemistry, and the structure and function of biological membranes.

The Department

BI 614 Graduate Molecular Biology (Spring: 2)

This course is designed for graduate students who have successfully completed an undergraduate biochemistry course. The course concentrates on the biochemistry of biologically significant macromolecules and macromolecular assemblies. Topics include the elements of protein structure and folding, principles of protein purification and analysis, enzymology, nucleic acid biochemistry, and the structure and function of biological membranes.

The Department

BI 615 Advanced Cell Biology (Spring: 2)

This course is designed for graduate students who have successfully completed an undergraduate course in cell biology. Topics include the principles of cellular organization and function, regulation of the cell cycle, interactions between cells and cellular signaling pathways.

The Department

BI 621-622-623 Research Rotation I, II, and III (Fall/Spring: 1)

Graduate students participate in research projects under the direction of a faculty member.

The Department

BI 799 Readings and Research (Fall/Spring: 3)

Intended for M.S. students who are acquiring a knowledge of the literature and experimental methods associated with their research projects under the guidance of a faculty research advisor. Participation in research group meetings, journal clubs, data clubs, etc., may be required. A maximum of six credits may be earned from this course.

The Department

BI 801 Thesis Seminar (Fall/Spring: 3)

A research problem of an original nature will be addressed. This course is designed for M.S. candidates under the direction of a faculty member. A maximum of six credits may be earned from this course.

The Department

BI 805-806 Departmental Seminar (Fall/Spring: 1)

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

Marc Muskavitch

William H. Petri

BI 834 Seminar in Translational Regulation (Spring: 2)

The long road to translation: RNA surveillance, turnover, transport and localization. This seminar course covers some important events in the life of an mRNA molecule. For some mRNAs, these events make the journey to translation a very, very long one and, therefore, these mechanisms serve to "translationally regulate" the mRNA. Some of the topics will include the following: (1) Transport of mRNAs from the nucleus to the cytoplasm, and how localized mRNAs reach their destination, and are retained there. (2) Mechanisms for degradation of aberrant mRNAs, and mechanisms for the rapid decay of purposefully short-lived mRNAs.

Laura Hake

BI 864 Seminar in Developmental Biology (Spring: 2)

Signal transduction mechanisms in development and beyond. We will explore the myriad signalling mechanisms utilized in early development to stimulate growth, differentiation, cell division or apoptosis. Our goal will be to study several of these pathways by focusing on their role in specific developmental processes and following the signal from plasma membrane to targeted process, which can be at the level of transcriptional or translational regulation.

Laura Hake

BI 880 Responsible Conduct of Research/Professional Development (Spring: 2)

For graduate students in the life sciences.

Readings, presentations, and discussion centered around issues in the responsible conduct of research and professional development, for graduate students in the life sciences. Topics to be covered include data collection and management; authorship and priority; preparation, review, and publication of peer-reviewed manuscripts; sharing

of research materiél; grant writing, review, and funding; collegial relationships; human subjects; animals in research; learning styles and undergraduate teaching; mentoring; and career progression.

Marc Muskavitch

BI 888 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for Master's students (only) who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.

The Department

BI 998 Doctoral Comprehensive (Fall/Spring: 0)

Required for Doctoral students who have completed all course requirements, but are preparing for comprehensive examinations.

The Department

BI 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and to pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Black Studies

Departmental Notes

- Director: Frank F. Taylor, 617-552-3239
- Program Assistant: Sandra Sandiford, 617-552-3238
- World Wide Web:
http://infoeagle.bc.edu/bc_org/avp/cas/blksp/

Undergraduate Program Description

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. To further this goal the Program also offers a minor. In addition, Black Studies sponsors a four (4) week summer study program in the Caribbean for undergraduates who have completed at least one Black Studies course.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

BK 104-105 Afro-American History I and II (Fall/Spring: 3)

Cross listed with HS 189-190

Satisfies Cultural Diversity Core requirement

The two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements up to the end of the Civil War. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles, through current consideration of race, class, and gender conflicts.

Karen Miller

BK 106 Introduction to Afro-American Literature (Fall: 3)

Cross listed with EN 418

This course is a survey of African-American literature from its oral beginnings to the present. Emphasis is on major authors and works that exemplify key elements of language, style, subject, and theme. The course explores the literary treatment of the historical and social experiences of Blacks in the United States.

Joyce Hope Scott

BK 120 Religion in Africa (Fall: 3)

Cross listed with TH 107

Satisfies Cultural Diversity Core Requirement

This course is designed to introduce the varieties of African religious experience. The content and significance of African religion as an autochthonous religion will be outlined. Christianity and Islam as the extended religions of Africa will be discussed. While emphasis will be placed on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of religion in a changing Africa.

Aloysius Lugira

BK 121 Christianity in Africa (Spring: 3)

Cross listed with TH 108

This course is intended to give a historical view of Christianity in Africa. While Christianity generally will be touched on, emphasis will be placed on the development and the extension of the Catholic tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally, a theological outline of the response Christianity has received in Africa will be considered for the purpose of visualizing the future of Christianity in a changing Africa.

Aloysius Lugira

BK 151 Race Relations (Fall/Spring: 3)

Cross listed with SC 041

See course description in the Sociology Department.

Seymour Leventman

BK 155 Introduction to African-American Society (Fall: 3)

Cross listed with SC 043

Satisfies Cultural Diversity Core Requirement

See course description in the Sociology Department.

Kerry Rockquemore

BK 210 Survey of the African-American Societies (Spring: 3)

This course will show the ways in which Africans adjusted to and overcame the conditions and circumstances in which they found themselves in the New World and survey the Africans adaptation to European domination and the effects of their encounters with European settlers and their descendants in the United States, Africa, the Caribbean, and Latin America.

Sandra Sandiford

BK 216 Black Women Writers (Spring: 3)

Cross listed with EN 474

This course is a survey of Black woman prose or poetry writers of the United States, from slavery to the present, and their subjects, themes, and styles. Focus is on the origin and continuity of a Black woman's literary tradition. Major thematic emphasis is on questions of heritage and identity, the African past, the legacy of slavery, social roles, and relationships.

Joyce Hope Scott

BK 234 Blacks in the Electronic Media (Fall: 3)

Cross listed with CO 120

Media shape and reflect perceptions of reality. This course examines the roles and images of African-Americans and other peoples of color in radio and television. It also examines the history and nature of African-American participation in the radio and television industries in front of and behind the cameras and the microphones. The course examines the nature of the world presented by the broadcast media—who inhabits that world, and what do they do in it.

Lawrence Watson

BK 253 Eyes On The Prize: Issues in Civil Rights (Spring: 3)

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.

Derrick C. Evans

BK 266 Rhythm and Blues in American Music (Fall: 3)

Cross listed with MU 321

This course examines the elements of rhythm and blues in the Afro-American sense and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material that include music from the early New Orleans period to present day Jazz/Rock and music videos will be used throughout the course.

Hubert Walters

BK 268 The History and Development of Racism (Fall/Spring: 3)

Cross listed with PL 268/SC 268

The purpose of this course is to increase participant awareness of the interrelationships of individual and institutional forms of racism and to deepen participant understanding of how to combat racism today. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism.

Horace Seldon

BK 281 American Labor and Civil Rights Issue (Spring: 3)

Cross listed with SC 279

This course offers a comprehensive analysis of the effects of government policy and employer and labor union practices on the status of black workers. Consequences of automation and technological change for black labor, changing judicial perceptions of employment discrimination, the role of federal contract compliance, and the effects of anti-poverty programs among the urban black population will be studied.

Christopher Nteta

BK 283 Blacks in Boston (Fall: 3)

This course is a historical survey of the African-American community in Boston from its inception in 1683 to the present. Topics covered include: slavery, Black participation in the War of Independence, eighteenth century emancipation, nineteenth century abolitionism and the Civil War, institutional development, formal and informal education, business and labor, housing patterns, Civil Rights movements, relationships with Euro-American groups, and the diversity within the Black community, particularly the Caribbean immigrant groups.

Sandra Sandiford

BK 285 Jazz in America (Spring: 3)

Cross listed with MU 322

This course provides a thorough and detailed study and examination of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relationship between Black music and the mass media are considered.

Hubert Walters

BK 290 Gospel Workshop (Fall/Spring: 1)

Cross listed with MU 096

See course description in the Music Department.

Hubert Walters

BK 299 Readings and Research (Fall/Spring: 3)

The Department

BK 318 Post Slavery History of Caribbean (Spring: 3)

Cross listed with HS 318

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

Frank F. Taylor

BK 325 Revolutionary Cuba: History and Politics (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with HS 325

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

Frank F. Taylor

BK 345 Contemporary Praxis and Ideology (Spring: 3)

This course reviews the literature to discern why victims of oppression revolt and what methodologies they employ to remedy their situations. Black consciousness in southern Africa will be compared to revolutionary consciousness in Central America. Other revolutionary movements in Africa, Asia, and Latin America will also be explored. Analysis of these movements will include a focus on gender discrimination.

James Woodard

BK 350 Racism and American Law (Spring: 3)

This is a survey course designed to examine some of the legal underpinnings of racism in American law. Specifically, it will examine the legislation and case law beginning when race was introduced to the United States through the institution of slavery to the present debates on Affirmative Action. As such it will focus on the following: the origins of slavery to Emancipation (1619-1863), Emancipation to legalized racial segregation (1863-1896), segregation to desegregation (1896-1954), and desegregation to integration (1954-present). Finally, it will examine the influences of race on the criminal justice system and civil rights legislation.

Charles Walker, Jr.

BK 365 U.S. Foreign Policy and South Africa (Fall: 3)

Cross listed with HS 213

This course examines the United States policy toward South Africa from 1948 to the present. The first half of the course compares the history and nation-building processes of the two countries. The second half of the course evaluates the ethics, morality, and geopolitical consequences of that policy, including its economic, political and social significance. There will also be an analysis of the role of the United States Free South Africa Movement as influences of U.S. policy towards South Africa.

James Woodard

BK 373 Slave Societies in Caribbean and Latin America (Fall: 3)

Cross listed with HS 373

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

Frank Taylor

BK 402 Black Images in Film (Spring: 3)

Elizabeth Hadley

BK 410 African-American Writers (Fall: 3)

Cross listed with EN 482

Satisfies Cultural Diversity Core Requirement

This course studies classic and non-canonical texts of African-American literature. Works by Terry, Wheatley, Dunbar, Toomer, Baldwin, Ellison, Wright, Walker, Morrison and others will be exam-

ined in their own right and in cross-cultural perspective. Short works by Faulkner, O'Connor, Harris, and others provide useful comparisons of the African-American and American literary traditions.

Henry Blackwell

BK 493 Racism, Oppression and Cultural Diversity (Fall/Spring: 3)

Prerequisite: Permission of Graduate School of Social Work

Cross listed with SW 723

This course is an analysis of the current issues and problems in American racism. These issues are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social Work's responsibility to contribute to the solution of this problem is emphasized. The class develops models that examine the problems of racism.

The Department

BK 500 Caribbean Summer Study (Spring: 3)

Prerequisites: Department permission required. Interested students should apply to Dr. Frank Taylor, Director of the Black Studies Program, by April 1.

The program will entail a 3-week stay in the Caribbean and visits to two island states, Barbados and Antigua. In Barbados, students will stay in the dormitories at the University of the West Indies and in Antigua, at the Methodist Conference Center. Students participate in an intensive program of lectures and discussions covering: Caribbean history and politics, literature and anthropology, and economic problems. Students have the opportunity of visiting places of historical interest—museums, old sugar plantations, fortifications and the like—and are able to participate in popular festivals like the Crop Over Festival in Barbados and the Antigua carnival.

Frank Taylor

BK 512 History of Black Nationalism (Spring: 3)

Prerequisite: Permission of instructor

Students must have taken one African-American History course.

This course examines the evolution and diversity of Black Nationalism and nationalist ideologies in the United States from the early nineteenth century through the present. Detailed study of several distinct nationalist strategies, including emigrationist, separatist, cultural, and accommodationist, and their proponents will allow students to analyze and compare the forces influencing the evolution, proliferation, retrenchment, and resurgence of nationalist constructs at various points in African-American history.

Karen K. Miller

BK 592 Black Studies Minor: Thesis Preparation (Fall/Spring: 3)

Prerequisite: Must be a Black Studies Minor

This course is the final requirement for students pursuing the minor in Black Studies. The thesis provides the opportunity to research, analyze intensively, and write critically about an issue relevant to the African, African-American, or Caribbean experience.

Frank Taylor

BK 606 Racial Violence in American History (Fall: 3)

Crystal Feimster

Graduate Course Offerings

BK 799 Readings and Research (Fall/Spring: 3)

Prerequisite: Departmental permission

Frank Taylor

Chemistry

Faculty

Joseph Bornstein, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Andre J. de Bethune, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

Robert F. O'Malley, *Professor Emeritus*; B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

Michael J. Clarke, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

Paul Davidovits, *Professor*; B.S., M.S., Ph.D., Columbia University

John Fourkas, *Professor*; B.A., M.A., California Institute of Technology; Ph.D., Stanford University

Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennium Professor*; B.A., Columbia University; Ph.D., Harvard University

Evan R. Kantrowitz, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

T. Ross Kelly, *Thomas A. and Margaret Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor*; Chairperson of the Department; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Scott J. Miller, *Professor*; B.A., Ph.D., Harvard University

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Dennis J. Sardella, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

Lawrence T. Scott, *Professor*; A.B., Princeton University; Ph.D., Harvard University

Marc Snapper, *Professor*; B.S., Union College; Ph.D., Stanford University

William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

E. Joseph Billo, Jr., *Associate Professor*; B.S., M.S., Ph.D., McMaster University

Udayan Mohanty, *Associate Professor*; B.Sc., Cornell University; Ph.D., Brown University

Martha M. Teeter, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

Torsten Fiebig, *Assistant Professor*; Ph.D., University of Göttingen

Shana O. Kelley, *Assistant Professor*; B.A., Seton Hall University; Ph.D., California Institute of Technology

Departmental Notes

- Undergraduate Program Information: Dr. Joseph Billo, 617-552-3619
- Graduate Program Information: Dr. Lawrence Scott, 617-552-8024
- World Wide Web: <http://ch03.bc.edu/>
- Chemistry Department Main Office: 617-552-3606
- Office Administrator: Dale Mahoney, 617-552-2830, dale.mahoney@bc.edu
- Receptionist: Cathy Fenton, 617-552-3605, catherine.fenton@bc.edu

Undergraduate Program Description

The Chemistry Department offers a flexible curriculum for those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. The Chemistry Department is approved by the ACS Committee on Professional Training.

Major Requirements

The major in chemistry consists of ten (10) 1-semester courses as follows: two semesters of general chemistry with laboratory (CH 109-110 and CH 111-112 or CH 117-118 and CH 119-120), two semesters of organic chemistry with laboratory (CH 231-232 and CH 233-234 or CH 241-242 and CH 233-234), one semester of

analytical chemistry with laboratory (CH 351 and CH 353), one semester of inorganic chemistry with laboratory (CH 222 and CH 224), two semesters of physical chemistry (CH 575-576), one semester of advanced laboratory (CH 566), and one semester of biochemistry (CH 561). In addition, the following are required: two semesters of physics with laboratory (PH 211-212 and PH 203-204), and three semesters of calculus (MT 102-103 and MT 202).

The preceding fulfills the Boston College requirements for a B.S. degree in chemistry. For this degree to be certified by the American Chemical Society, two additional chemistry laboratory electives are required, usually CH 591-592.

The recommended sequence for the Chemistry major is as follows:

First year: CH 109-110 General Chemistry with Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209-210 or 211-212 with PH 203-204); two semesters of Calculus (MT 102-103); four Core courses.

Second year: CH 231-232 Organic Chemistry or CH 241-242 Honors Organic Chemistry with Laboratory; CH 351 Analytical Chemistry with Laboratory; CH 222 Introduction to Inorganic Chemistry with Laboratory; MT 202 Calculus (MT 305 in second semester is recommended); four elective or Core courses.

Third year: CH 575-576 Physical Chemistry; CH 556 Advanced Chemistry Laboratory; six elective or Core courses.

Fourth year: CH 561 Biochemistry I (CH 562 in second semester is recommended); seven elective or Core courses.

Note: All courses numbered 500 and above have as a prerequisite previous courses in organic, inorganic, and analytical chemistry.

Information for First Year Majors and Non-Majors

Students who intend to be Chemistry or Biochemistry majors must enroll in CH 109 General Chemistry and CH 111 General Chemistry Laboratory, or CH 117 Principles of Modern Chemistry and CH 119 Modern Chemistry Laboratory. The choice of chemistry or biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

Minor Requirements

The minor in chemistry consists of six courses. Two semesters of general chemistry are required as the introductory courses for the minor. Four additional chemistry courses chosen in consultation with a faculty advisor and approved by the Director of the departmental minor, Professor E. Joseph Billo (Merkert 317, ext. 2-3619) are required to complete the minor. Normally, two of the four additional courses would be Organic Chemistry I and II, but other selections might be better choices, depending on the student's objective in attaining the minor.

Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CH 109-110 or CH 117-118 and lab; Organic Chemistry, CH 231-232 or CH 241-242 and lab; Analytical Chemistry, CH 351 and lab; Inorganic Chemistry, CH 222 and lab; Calculus, MT 102-103 and MT 202; Physics, PH 211-212 and lab. Exceptions must be approved by the department.

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the department study abroad advisor for course approval, advisement, and planning: Professor E. Joseph Billo and/or Professor David McFadden.

Fulfilling the Core Science Requirement

The requirement of two courses in natural science may be fulfilled by any of the following courses: CH 105, CH 106, CH 109

with CH 111, or CH 110 with CH 112. The courses specifically intended for students who are not science majors are CH 105 and CH 106.

Biochemistry Major

Refer to the Biochemistry section for a description of this interdisciplinary major.

Graduate Program Description

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in inorganic chemistry, organic chemistry, physical chemistry, and biochemistry. The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Chemistry. It requires admission to both the Lynch School of Graduate Programs and to the Department of Chemistry. Course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., refer to the Lynch School's Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, GSOE, at 617-552-4214.

All entering graduate students take placement examinations in inorganic, organic, biochemistry, and physical chemistry. The results of these examinations will be used to determine which courses each student should take.

Degree Requirements

Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program. There is no total credits requirement for the Ph.D. degree; 30 credits are required for the M.S. degree.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be placed in the M.S. degree program.

The Master's program requires that the student complete a minimum of 30 graduate credits of course work. Students typically accumulate 18 to 20 credits during the first year. In the second year, the course credits usually include three credits for graduate seminar (CH 821-822, 831-832, 861-862 or 871-872, depending on the area of study) and six credits for thesis research (CH 801 Thesis Seminar). Students who have completed six credits of Thesis Seminar, but who have not finished their thesis must register for CH 802 Thesis Direction. Students should register for CH 997 Master's Comprehensive during the semester in which they intend to submit and defend their M.S. thesis.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations that test the student's development in his or her major field of interest, and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate, a research project requiring four to four and one-half years of sustained effort will begin usu-

ally after the first semester of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

CH 105-106 Chemistry and Society I and II (Fall/Spring: 3)

Satisfies Natural Sciences Core Requirement

For non-science majors or for those who do not require a lab science course

This is a two-semester sequence with the emphasis during the first semester placed on basic chemical principles and their application to environmental issues. Topics covered include air and water pollution, global warming, ozone depletion, hazardous waste, energy use and alternative energy sources. The goal of the course is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society. The second semester focuses on the basic principles of organic chemistry and topics covered include the chemistry of life, nutrition, medicine and agriculture.

The Department

CH 109-110 General Chemistry I and II (Fall/Spring: 3)

Prerequisite: One year of high school chemistry, CH 109, 111

Corequisites: CH 111, CH 112, CH 113, CH 114, MT 102-103

Satisfies Natural Sciences Core Requirement

These courses are intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.

E. Joseph Billo

Paul Davidovits

Dennis J. Sardella

CH 111-112 General Chemistry Laboratory I and II

(Fall/Spring: 3)

Lab fee required

Laboratory required of all students enrolled in CH 109-110. One three-hour period per week.

The Department

CH 113-114 General Chemistry Discussion I and II (Fall/Spring: 0)

Required of all students in CH 109-110. Discussion of lecture topics and problem-solving methods, in small groups.

The Department

CH 117 Principles of Modern Chemistry I (Fall: 3)

Prerequisite: Permission of instructor

Corequisites: CH 119, 121

This course is intended for students from any major (including undecided) with a strong foundation and interest in chemistry. CH 117 begins with the theoretical description of atomic and molecular structure and with examples of modern experimental techniques for

visualizing and manipulating individual atoms and molecules. The Laws of Thermodynamics and Kinetics are studied to understand why chemical reactions occur at all, why it is that once reactions start they can't go all the way to completion, and how molecules act as catalysts to speed up reactions without being consumed themselves.

David L. McFadden

CH 118 Principles of Modern Chemistry II (Spring: 3)

Prerequisite: CH 117

Corequisites: CH 120, CH 122

This is the second part of a one-year course that serves as the Honors alternative to the two-semester General Chemistry CH 109-110. This course will build upon the chemical fundamentals that were covered in the first semester to introduce organic chemistry as well as its physical basis. Topics to be covered include the structure and reactivity of organic compounds. An emphasis on biologically relevant structures will highlight an interdisciplinary presentation.

Lawrence T. Scott

CH 119-120 Modern Chemistry Laboratory I and (Fall/Spring: 1)

Lab fee required

Laboratory required for all students enrolled in CH 117-118. These laboratory courses stress discovery-based experiments. They use state-of-the-art instrumentation to illustrate the principles discussed in CH 117-118 and introduce students to techniques used in modern chemical research. One three-hour period per week.

David L. McFadden

Lawrence T. Scott

CH 121-122 Modern Chemistry Discussion I and II

(Fall/Spring: 0)

Required of all students in CH 117-118. Discussion of lecture topics and problem-solving methods in small groups.

The Department

CH 161 Life Science Chemistry (Fall: 3)

Corequisite: CH 163

This course first introduces basic chemical principles, in preparation for a discussion of the chemistry of living systems that forms the major part of the course. Organic chemical concepts will be introduced as necessary, and applications will be made wherever possible to physiological processes and disease states that can be understood in terms of their underlying chemistry.

The Department

CH 163 Life Science Chemistry Laboratory (Fall: 1)

Lab fee required

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 161.

The Department

CH 222 Introduction to Inorganic Chemistry (Spring: 3)

Prerequisites: CH 109-110

Corequisite: CH 224

This course offers an introduction to inorganic chemistry. Topics include the following: principles of structure and bonding, ionic and covalent bonding, acid-base concepts, coordination chemistry, organometallic chemistry, and inorganic chemistry in biological systems.

E. Joseph Billo

CH 224 Inorganic Chemistry Laboratory (Spring: 1)

Lab fee required

Laboratory required of all students enrolled in CH 222. One four-hour period per week.

E. Joseph Billo

CH 231-232 Organic Chemistry I and II (Fall/Spring: 3)*Prerequisites:* CH 109, CH 110, CH 231, CH 233*Corequisites:* CH 233, CH 234, CH 235, CH 236

This introductory course will focus on the correlation of structure with properties, reaction mechanisms, and the modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.

*T. Ross Kelly***CH 233-234 Organic Chemistry Laboratory I and II****(Fall/Spring: 1)****Lab fee required**

Laboratory required of all students enrolled in CH 231-232.

One four-hour period per week.

*The Department***CH 235-236 Organic Chemistry Discussion I and II****(Fall/Spring: 0)**

Required of all students in CH 231-232. Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms and other lecture topics in small groups.

*The Department***CH 241-242 Honors Organic Chemistry I and II (Fall/Spring: 3)***Prerequisites:* CH 117, CH 118, CH 233, CH 241*Corequisites:* CH 117, CH 118, CH 233, CH 245**Registration with instructor's approval only.**

This course will concentrate on the structure, bonding and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.

*Lawrence T. Scott**Marc L. Snapper***CH 245-246 Honors Organic Chemistry Discussion I and II****(Fall/Spring: 0)**

Required of all students in CH 241-242. Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms, and other lecture topics in small groups.

*The Department***CH 351 Analytical Chemistry (Fall: 4)***Prerequisites:* CH 109-110*Corequisites:* CH 353, CH 355

This course is an introduction to the principles and practice of analytical chemistry, including wet chemical methods and instrumental methods. In the laboratory, the aim is the acquisition of precise analytical techniques.

*E. Joseph Billo***CH 353 Analytical Chemistry Laboratory (Fall: 0)****Lab fee required**

Laboratory required of all students enrolled in CH 351. One four-hour period per week.

*E. Joseph Billo***CH 355 Analytical Chemistry Discussion (Fall: 0)**

Required of all students in CH 351. Discussion of lecture topics and problem-solving methods, in small groups.

*E. Joseph Billo***CH 391 Undergraduate Research I (Fall: 3)***Prerequisites:* CH 109-110

Arrangement with an individual faculty member and departmental permission are required. CH 591-592 or CH 593-594 cannot be taken concurrently.

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques.

*The Department***CH 392 Undergraduate Research II (Spring: 3)***Prerequisites:* CH 109-110

Arrangement with an individual faculty member and departmental permission are required. CH 591-592 or 593-594 cannot be taken concurrently.

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques.

*The Department***CH 473 Physical Chemistry (Biochemistry Majors) (Spring: 3)***Prerequisites:* CH 231-232, MT 100-101, PH 211-212 (or equivalent)

This course is an introduction to physical chemistry. Topics covered are the following: thermodynamics, phase behavior, chemical kinetics, quantum mechanics and spectroscopy. Applications to biochemical systems are emphasized.

*David L. McFadden***CH 495 Advanced Research in Chemistry I (Fall: 6)****Seniors only**

A minimum GPA of 3.67, arrangement with an individual faculty member and department permission are required.

This is a two-semester course and may not be taken for only one semester.

An independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality will be nominated for Scholar of the College recognition at Commencement. (See "Scholar of the College" in the College of Arts and Sciences section of this catalog for more details.)

*The Department***CH 497-498 Advanced Research in Biochemistry I and II****(Fall/Spring: 6)****Seniors only.**

A minimum GPA of 3.67, arrangement with an individual faculty member and department permission are required.

This is a two-semester course and may not be taken for only one semester.

An independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality will be nominated for Scholar of the College recognition at Commencement. (See "Scholar of the College" in the College of Arts and Sciences section of this catalog for more details.)

The Department

CH 591-592 Introduction to Chemical Research I and II (Fall/Spring: 3)**Seniors only****Arrangement with an individual faculty member and department permission are required.****This is a two-semester course and may not be taken for only one semester.**

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

*The Department***CH 593-594 Introduction to Biochemical Research I and II (Fall/Spring: 3)****Seniors only****Arrangement with an individual faculty member and department permission are required.****This is a two-semester course and may not be taken for only one semester.**

Independent research in biochemistry to be carried out under the supervision of a faculty member.

*The Department****Undergraduate and Graduate Course Offerings*****CH 511-512 Electronics Seminar I and II (Fall/Spring: 3)***Prerequisite:* Permission of instructor

This is an introductory course in practical electronics. The student will gain hands-on experience by constructing a selected electronics project. Electronic components will be introduced and fundamental theory related to the project will be presented.

*Richard Pijar***CH 515-516 Biochemistry Discussion I and II (Spring: 0)**

Required of all students in CH 561-562. Discussion of lecture topics and problem-solving methods, in small groups.

*The Department***CH 520 Principles of Inorganic Chemistry (Fall: 3)**

An introduction to the principles of inorganic chemistry, with emphasis on structural and thermodynamic aspects. Topics to be covered include atomic structure, group theory, ionic and covalent bonding, weak chemical forces, transition metal coordination chemistry, and organometallic and bioinorganic chemistry.

*The Department***CH 523 Organometallic Chemistry (Spring: 3)**

This course will present concepts of organometallic chemistry, i.e., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be: structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis. The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses.

*Marc L. Snapper***CH 531 Modern Methods in Organic Synthesis I (Spring: 3)**

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the physical basis for these transformations is emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

*Amir Hoveyda***CH 537 Mechanistic Organic Chemistry (Fall: 3)**

This course will explore factors influencing organic reaction mechanisms and methods for their determination. A partial list of the topics to be covered includes the following: chemical bonding and consequences for structure and reactivity; steric, electronic and stereoelectronic effects; conformational analysis; thermodynamic and kinetic principles; applications of molecular orbital theory; and reactive intermediates.

*Scott J. Miller***CH 539 Principles and Applications of NMR Spectroscopy (Fall: 3)**

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

*John Boylan***CH 544 Modern Methods in Organic Synthesis II (Fall: 3)***Prerequisite:* CH 531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examine the creativity and logic of approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems, landmark total syntheses, as well as, issues in the current chemical literature.

*Amir Hoveyda***CH 547 Special Topics in Organic Chemistry (Spring: 3)***Prerequisite:* CH 535 or equivalent

A selection of current and important topics in Organic Chemistry will be examined. Readings will be taken from the recent chemical literature. Students may be required to research one or more special topics on their own to make presentations to the class and/or to submit short review papers on the topics.

*Scott J. Miller***CH 556 Advanced Chemistry Laboratory (Spring: 3)****Lab fee required**

This is a two semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed. The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment.

*The Department***CH 560 Principles of Chemical Biology (Fall: 3)***Prerequisite:* A year of organic chemistry

An introduction to the chemistry of biological macromolecules including proteins, nucleic acids and carbohydrates. Students will learn the structure and nomenclature of the monomer building blocks as well as the macromolecules. Chemical principles that define secondary and tertiary biomolecular structure as well as state-of-the-art chemical (or chemical-biological) synthetic procedures will be presented. Examples of specific types of binding interactions, catalysis or recognition processes as viewed from a chemical perspective will be discussed.

*Shana O. Kelley**Larry W. McLaughlin*

CH 561-562 Biochemistry I and II (Fall/Spring: 3)*Prerequisites:* CH 231-232 or equivalent

This course is a two-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action. Experimental methods will also be discussed as they relate to course topics and to the separate laboratory course (CH 563).

*Evan R. Kantrowitz***CH 564 Physical Methods in Biochemistry (Spring: 3)***Prerequisites:* CH 561 or BI 435, CH 473 or CH 575

This course will cover the practical use of modern physical techniques for determining the structure of biological macromolecules and assemblies. Topics will include absorption, fluorescence, CD, and NMR spectroscopy; diffusion, sedimentation, and ligand binding; fiber, membrane, and crystal diffraction; cryo-electron microscopy, and scanning probe microscopy.

*Mary F. Roberts***CH 565 Chemical Biology: Nucleic Acids (Fall: 3)**

This course will survey the chemical properties and biological functions of DNA and RNA, with special attention to recent developments that have offered insight into the roles of nucleic acids as substrates and catalysts in transcription, translation, and RNA processing. There are no formal prerequisites, but an introductory level course in biological chemistry is suggested.

*Shana O. Kelley**Larry W. McLaughlin***CH 569 Chemical Biology: Enzyme Mechanisms (Spring: 3)**

An analysis of the specificity and catalysis involved by enzymes for various biochemical transformations. Enzyme structure will be discussed only with respect to substrate binding and functional group transformation. Both general and specific mechanisms involving nucleophilic, electrophilic and redox reactions, as well as the role of coenzymes and various cofactors will be considered.

*Larry W. McLaughlin***CH 570 Introduction to Biological Membranes (Fall: 3)***Prerequisite:* CH 561

Course designed to cover (1) basic molecular aspects of structure and surface chemistry of lipids, including the organization and dynamics of lipid bilayers and biological membranes and the state of proteins in the membrane, and (2) functional aspects of biomembranes including diffusion and facilitated or active transport across a bilayer (and the bioenergetic consequences), biogenesis of membranes, and receptor-mediated interactions.

*Mary F. Roberts***CH 575 Physical Chemistry I (Fall: 3)***Prerequisites:* CH 231-232, MT 202, PH 211-212 or equivalent

This course deals with the foundations and applications of thermodynamics. Topics include first and second laws of thermodynamics, phase diagrams, phase stability, phase transitions, properties of simple mixtures, chemical equilibrium, and properties of ions in solutions.

*Udayan Mohanty***CH 576 Physical Chemistry II (Spring: 3)***Prerequisite:* CH 575

This course is an introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules. Chemistry graduate students may register for this course only if they are advised to do so by the department.

*John T. Fourkas***CH 577-578 Physical Chemistry Discussion I and II****(Fall/Spring: 0)**

Required of all students in CH 575, CH 576. Discussion of lecture topics and problem-solving methods, in small groups.

*The Department***CH 579 Modern Statistical Mechanics (Spring: 3)***Prerequisites:* CH 575, CH 231-232, MT 202 (two years of calculus), PH 211-212 (or equivalent)

This course deals with the foundations and applications of equilibrium statistical mechanics. Topics include microcanonical, canonical, and grand ensembles and its applications to a variety of current problems in physical, condensed matter and biophysical chemistry. Advanced topics such as critical phenomena, renormalization group theory, polyelectrolytes and polymer physics may be covered.

*John T. Fourkas***CH 582 Advanced Topics/Biochemistry (Spring: 3)***Prerequisites:* CH 561-562 or BI 435 and BI 440 or equivalent

A selection of current and important topics in biochemistry will be examined. Students are expected to have a basic understanding of the concepts developed in CH 561 and CH 562. Areas of interest will include (1) the modification of enzymes and their use in understanding structure and mechanism, (2) current aspects of nucleic acids structure and recognition and reactivity, and (3) drug activity and development as it relates to macromolecular structure.

*Evan R. Kantrowitz***CH 589 NMR in Macromolecular Structure Determination****(Spring: 3)**

This course will explore methods for structure determination in macromolecules including peptides, proteins, and nucleic acids. The course will focus on NMR methods currently available to the department, but other complementary methods, such as X-ray, ESR, and molecular modeling (energy minimization and molecular dynamics,) will be considered also. The course is intended for advanced undergraduate and graduate students with a working knowledge of NMR. It will include a practical component in the NMR laboratory (tailored to address the specific research interests of the students, when possible,) and case studies (e.g., gramicidin-S and lysozyme) will be used for illustration.

*John Boylan***Graduate Course Offerings****CH 772 Advanced Physical Chemistry/Electronics (Fall: 3)***Prerequisite:* Permission of instructor

This course provides a working knowledge of electronics. The operation of electrical circuits will be described, and the effect of the electronic processing on the measured parameters will be discussed. The operation of various electronic devices such as amplifiers, oscilloscopes, detectors, pulse counters, etc. as well as radio and television will be covered. A simple radio will also be constructed.

Paul Davidovits

CH 799 Reading and Research (Fall/Spring: 3)**Lab fee required**

A course required of Ph.D. matriculants for each semester of research.

The Department

CH 800 Reading and Research (Fall/Spring: 3)**Lab fee required**

A course required of Ph.D. matriculants for each semester of research.

The Department

CH 801 Thesis Seminar (Fall/Spring: 3)**Lab fee required**

This course is designed for M.S. candidates and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

The Department

CH 802 Thesis Direction (Fall/Spring: 0)

A non-credit course for those who have received six credits for Thesis Seminar, but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

CH 805-806 Departmental Seminar I and II (Fall/Spring: 1)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 821-822 Inorganic Chemistry Seminar I and II (Fall/Spring: 3)

This course consists of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the department will be included. Occasionally, visiting lecturers will participate.

The Department

CH 831-832 Organic Chemistry Seminar I and II (Fall/Spring: 3)

This course consists of discussions of topics of current interest in organic chemistry, with participation by students and faculty members. Students will submit papers and/or give oral presentations about topics from the recent literature in organic chemistry. Discussions of research in progress in the department will be included. Occasional visiting lecturers will participate.

Lawrence T. Scott

CH 861 Biochemistry Seminar I (Fall: 3)

This course consists of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and/or give oral presentations about topics from the recent literature in organic chemistry. Discussions of research in progress in the department will be included. Occasional visiting lecturers will participate.

Shana O. Kelley

CH 862 Biochemistry Seminar II (Spring: 3)

This course consists of discussions of topics of current interest in biochemistry with participation by students and faculty members. Students will give oral presentations of topics based on recent department will be included. Occasionally, visiting lecturers will participate.

Larry W. McLaughlin

CH 871-872 Physical Chemistry Seminar I and II (Fall/Spring: 3)

This course consists of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the department will be included. Occasionally, visiting lecturers will participate.

John T. Fourkas

CH 997 Master's Comprehensive (Fall/Spring: 0)

This course consists of a public, oral defense of the student's thesis research.

The Department

CH 998 Doctoral Cumulative Examinations (Fall/Spring: 0)

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry), and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

The Department

CH 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Classical Studies**Faculty**

Eugene Bushala, *Associate Professor Emeritus*; B.A., Wayne State University; M.A., Ph.D., Ohio State University

Dia M.L. Philippides, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Charles F. Ahern, Jr., *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

David H. Gill, S.J., *Associate Professor*; B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

Meredith E. Monaghan, *Assistant Professor*; A.B., Bowdoin College; M.A., University of Wisconsin-Madison; Ph.D., Stanford University

Gail L. Hoffman, *Visiting Professor*; A.B., Yale University; M.A., Ph.D., University of Michigan

Departmental Notes

- Secretary: Lillian Reisman, 617-552-3661, gill@bc.edu
- World Wide Web: <http://fmwww.bc.edu/CL/>

Undergraduate Program Description

Classical Studies approaches a liberal education through the study, both in the original language and in English, of two literatures, ancient Greek and Latin, which have exercised a profound influence on the formation of Western culture.

The department offers courses under four headings, including (1) courses in elementary and intermediate Latin and Greek, designed to teach a student to read the languages, (2) courses in Greek and Roman literature and culture, including Core Literature courses, taught in English and designed to acquaint a student with the world of classical antiquity, (3) advanced reading courses in ancient authors taught in the original languages, and (4) courses in

Modern Greek language, literature, and culture. Through cooperation with other departments, courses are also available in ancient history, art, philosophy, and religion.

Major Requirements

The major aims at teaching careful reading and understanding of the Greek and Roman authors in the original languages. It requires a minimum of ten courses, of which eight must be in Latin and/or Greek above the elementary level; if a student so chooses, the other two may be in English, preferably in Greek and Roman civilization. There are not separate Greek and Latin majors. Each student works out his/her individual program of study in consultation with the Classics faculty. There is, of course, no upper limit on the number of courses in the original and/or in translation that a student may take, as long as he/she has the essential eight language courses.

The Minor in Ancient Civilization

The minor aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

- Greek Civilization and Roman Civilization. These general courses, which the department now offers every second year, serve as a general overview of the field and introduction to the minor.
- Four other courses, chosen after consultation with the director, from available offerings in Classics and other departments, in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses that are available each semester from the various departments and that count for the minor will be published at registration time.

Information for First Year Majors and Non-Majors

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman world. It includes the study of language and creative literature of political and social history, philosophy, religion, and art. For a first-year student, courses of two types are likely to be of most immediate interest: (1) Core literature courses, in which the reading is entirely in English, and (2) elementary and intermediate language courses in Latin, Greek, and Modern Greek.

If a student would like to begin a language now, or has had only one year of a language in high school, he/she should choose an elementary course: CL 010 Latin or CL 020 Greek. If a student has studied a language for two or three years in high school, he/she should choose an intermediate course: CL 056 Latin or CL 052 Greek.

Completion of two semesters of Latin or Greek at the intermediate level will fulfill the College of Arts and Sciences and Carroll School of Management language proficiency requirement. In addition, the Department offers elective courses in ancient civilization and in Greek and Roman authors. Those in ancient civilization are taught entirely in English; they make excellent choices for freshmen interested in antiquity. Those in Greek and Roman authors require a background in the appropriate language. If a student has studied Latin or Greek for three or four years in high school, he/she may wish to try courses in Greek and Roman authors. For further information consult the department chairperson.

Information for Study Abroad

The Classics Department does not have a general set of requirements for study abroad. Each student is examined individually, and based on their academic records and the specific program, he/she is advised accordingly. Students should arrange to meet with Charles F. Ahern, Jr., Chairperson, when planning to study abroad.

Core Offerings

The department offers several courses that satisfy the Core requirement in Literature. In 2003-04, for example, *Myth and Greek Tragedy* (CL 202) and *Heroic Poetry: Homer, Virgil and Beyond* (CL 217) will be offered.

Certification for Teachers

The Undergraduate Provisional Certification as Teacher of Latin and Classical Humanities 5-12 may be gained by pursuing one of the majors in addition to the Secondary Education major or the minor in Secondary Education. For further information, contact the department chairperson.

Graduate Program Description

The department grants M.A. degrees in Latin, Greek, and in Latin and Greek together (Classics). The Master of Arts in Teaching (M.A.T.) degree in Latin and Classical Humanities is administered through the Lynch School of Education in cooperation with the Department of Classics.

Requirements for the M.A. Degree

Candidates must complete thirty (30) credits of course work at the graduate level, of which six may, with departmental permission, consist of a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral. The written portion consisting of translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty of a candidate's course work in the history of Latin and/or Greek literature, and of a thesis (if offered in partial fulfillment of the requirements).

Requirements for the M.A.T. Degree

The M.A.T. degree in Latin and Classical Humanities requires admission to both the Lynch School of Education and to the Department of Classics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test.

Requirements vary according to a candidate's preparation in both classics and education. The normal expectation in Classics is that a candidate will complete fifteen credits of course work in Latin, will demonstrate the ability to read a modern foreign language (usually French or German), and will take written and oral examinations in Latin literature.

For further information on the M.A.T., contact the Chairperson of the Department of Classical Studies, and refer to the Master's Programs in Secondary Teaching in the Lynch School of Education, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

The department also offers courses in Modern Greek language, literature, and culture. These courses, listed in full in the undergraduate section, do not regularly qualify as credits for the M.A. or the M.A.T. degree.

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, fifth century dramatists (Aeschylus, Sophocles,

Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and 4th century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, Elegy, and Ovid), the historians Livy and Tacitus, and the novel. The Departments of Philosophy, Theology, and Slavic and Eastern Languages also offer courses in relevant areas of the ancient world.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

CL 010-011 Elementary Latin (Fall/Spring: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose.

David Gill, S.J.

Gail Hoffman

The Department

CL 020-021 Elementary Ancient Greek (Fall/Spring: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare students to read something like Plato's *Apology* after a year of study.

John Shea

CL 052-053 Intermediate Ancient Greek (Fall/Spring: 3)

This course is a review of the essentials of Classical Attic grammar and a reading of selections from Greek literature, often Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito*, or a play such as Euripides's *Medea*.

Dia M.L. Philippides

CL 056-057 Intermediate Latin (Fall/Spring: 3)

This course gives a thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Maria Kakavas

John Shea

CL 202 Myth and Greek Tragedy (Spring: 3)

Cross listed with CT 370/EN 084.03

Satisfies Literature Core Requirement

Reading, in English, of selected masterpieces of classical Athenian drama including Aeschylus's *Oresteia* trilogy, Sophocles's *Antigone* and *Oedipus Rex*, Euripides's *Medea*, Hippolytus, and *Bacchae*, and Aristophanes's *Frogs* and *Lysistrata* will be the main focus of the course. Secondary readings, visuals, lectures, and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and fifth century B.C. Greek views on justice, heroism, and women in society.

David Gill, S.J.

CL 208 Art and Myth in Ancient Greece (Spring: 3)

Cross listed with FA 206

See course description in the Fine Arts Department.

Gail Hoffman

CL 210 Justice in Ancient Greece (Fall: 3)

Cross listed with PL 210/TH 211

The aim of the course is to trace the Greek concept of justice from Homer to Aristotle, from the rough, unsystematic notions implicit in epic and tragedy to the discussions of the philosophers. Lectures and readings will be based on selections from Homer, Hesiod, Aeschylus, Sophocles, Euripides, Thucydides, Plato, and Aristotle.

David Gill, S.J.

CL 217 Heroic Poetry: Homer, Virgil and Beyond (Fall: 3)

Satisfies Literature Core Requirement

This course has two fundamental aims: (1) to explore the process of reading literary texts closely and analytically and (2) to explore the tradition of heroic or epic poetry. Readings will range from as far back as 3,000 B.C.E. (the earliest parts of the Near Eastern story of Gilgamesh), through the poems of Homer and Virgil (set in the age of the Trojan War, but composed much later and against quite different cultural backgrounds), to the adaptation of epic grandeur, to Christian theology by Milton, and the parody of epic grandeur in the satire of Alexander Pope.

Charles Ahern, Jr.

CL 219 Greek Art and Archaeology (Fall: 3)

Cross listed with FA 311

See course description in the Fine Arts Department.

Kenneth Craig

CL 230 Classical Mythology (Fall: 3)

Cross listed with EN 220

This course introduces the gods and goddesses and the chief cycles of legend in the Greek and Roman story-telling traditions. The focus will be the facts of myth (the names and places involved) and discussion of the interpretation of specific literary works. The origins of traditional stories in early Greece, their relation to religious beliefs and practice, and the evolution of their use in ancient art and literature will also be studied. Readings include the following: Hesiod, the Homeric Hymns, Greek tragedy, and Ovid's *Metamorphoses*.

The Department

CL 250 Art and Archaeology of the Ancient Olympics (Fall: 3)

Cross listed with FA 250

See course description in the Fine Arts Department.

Gail Hoffman

CL 275 Greece Viewed Through Her Films (Fall: 3)

The course looks at Greece through the medium of films made chiefly by internationally known Greek filmmakers. Discussion will focus on the historical and political events behind the films. We will read scenarios and literary prototypes and try to understand the comments being made on the internal workings of Greek society and on the relation of Greeks to foreigners. Almost all the films viewed will have English subtitles so that knowledge of modern Greek is not needed.

Dia M.L. Philippides

CL 280 Currents in Modern Greek Literature (Fall/Spring: 3)

Satisfies Literature Core Requirement

Offered On An Occasional Basis

This course will focus on a selection of highlights from Modern Greek literature that examines, for all authors and works presented, the following: their "Greekness," their debt to the Ancient (pagan) and Byzantine (Christian) tradition, the crosscurrents arriving from East and West, and the influence of contemporary, political, artistic, and societal conditions. Some related films will be viewed and comparative material will be included.

Dia M.L. Philippides

CL 324 Horace's Satires and Epistles (Spring: 3)

Charles F. Ahern, Jr.

CL 390-391 Reading and Research (Fall/Spring: 3)

Charles F. Ahern, Jr.

David Gill, S.J.

Maria Kakavas

Dia M.L. Philippides

Undergraduate and Graduate Course Offerings

CL 060-061 Elementary Modern Greek (Fall/Spring: 3)

This course is an introduction to the study of Demotic Greek. It will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work.

Maria Kakavas

CL 254 The Culture of Athenian Democracy (Spring: 3)

Cross listed with HS 476

See course description in the History Department.

Gail Hoffman

CL 286 History and Structure of Latin (Fall: 3)

Prerequisite: Prior study of Latin

Cross listed with SL 324

Offered Triennially

See course description in the Slavic and Eastern Languages Department.

Michael J. Connolly

CL 304 Euripides' *Medea* (Fall: 3)

This course will focus on reading the text in the original Greek, with attention to language and style, and an overview of recent scholarship on the play, its context, and themes.

Dia M.L. Philippides

Graduate Course Offerings

CL 063 Intensive Reading in Latin (Summer: 1)

This course meets for twelve weeks. It is divided into two sections (6 weeks each section). The first section provides a comprehensive and intensive introduction to the grammar and syntax of the Latin language. Wheelock's Latin textbook is used. The second half of the course focuses on readings in Classical Latin from Cicero, Caesar, selected poems of Horace and/or Jerome's *De Vita Pauli*.

Maria Kakavas

The Department

CL 345 Sophocles: *Oedipus Tyrannos* (Spring: 3)

Sophocles' tragedy *Oedipus Tyrannos* will be read in the original Greek. Topics for discussion include: fate and free will, the nature of rulers, family relations, and the development of plot.

Dia M.L. Philippides

CL 387 Advanced Greek Prose (Fall: 3)

David Gill, S.J.

CL 407 Virgil's *Aeneid II* (Fall: 3)

Charles F. Ahern

CL 790-791 Readings and Research (Fall/Spring: 3)

Charles F. Ahern, Jr.

David Gill, S.J.

Maria Kakavas

Dia M.L. Philippides

CL 888 Interim Study (Fall/Spring: 0)

Charles F. Ahern

Communication

Faculty

Mary T. Kinnane, *Professor Emerita*; A.B., H.Dip. Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Dorman Picklesimer, Jr., *Professor Emeritus*; A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

Dale A. Herbeck, *Professor*; Chairperson of the Department; B.A., Augustana College; M.A., Ph.D., University of Iowa

Kevin Kersten, S.J., *Professor*; B.A., M.A., St. Louis University; M.A., San Francisco State University; Ph.D., University of Wisconsin, Madison

Marilyn J. Matelski, *Professor*; A.B., Michigan State University; A.M., Ph.D., University of Colorado

Ann Marie Barry, *Associate Professor*; B.S., M.A., Salem State College; M.S., Ph.D., Boston University

Lisa Cuklanz, *Associate Professor*; B.S., Duke University; M.A., Ph.D., University of Iowa

Donald Fishman, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Greg Elmer, *Assistant Professor*; B.A. Concordia University; M.A., Ph.D., University of Massachusetts

Elfriede Fursich, *Assistant Professor*; B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D., University of Georgia

Ekaterina Haskins, *Assistant Professor*; B.A. Moscow State University; M.A., Wake Forest University; Ph.D., University of Iowa

Kenneth A. Lachlan, *Assistant Professor*; B.A., Wake Forest University; M.A., Bowling Green State University; Ph.D. (cand.) Michigan State University

Pamela Lannutti, *Assistant Professor*; B.A., LaSalle University; M.A., Ph.D., University of Georgia

Dana Mastro, *Assistant Professor*; B.A., University of California, Los Angeles; M.A., Ph.D., Michigan State University

Susannah Stern, *Assistant Professor*; B.S., Northwestern University; M.A., University of Washington; Ph.D., University of North Carolina

Michael Keith, *Adjunct Associate Professor*; B.A., M.A., Ph.D., University of Rhode Island

Bonnie Jefferson, *Adjunct Assistant Professor*; B.A., Marshall University; M.A., Ohio University; Ph.D., University of Pittsburgh

William Stanwood, *Adjunct Assistant Professor*; B.S., Ithaca College; M.Ed., Ed.D. (cand.), Boston University

Departmental Notes

- Department Counselor: Roger Woolsey, Lower Campus Administration Building, Room 514, 617-552-6148, roger.woolsey@bc.edu
- Department Administrator: Mary Saunders, Lower Campus Administration Building, Room 513C, 617-552-4280, mary.saunders@bc.edu
- Department Office: Lower Campus Administration Building, Room 513, Phone: 617-552-4280; Fax: 617-552-2286
- World Wide Web: <http://www.bc.edu/commdept>
- Faculty E-mail: Communication faculty members can be reached using the following e-mail format: firstname.lastname@bc.edu

Undergraduate Program Description

The Department of Communication is concerned with the study, criticism, research, teaching, and application of the artistic, humanistic, and scientific principles of communication. Through a series of required classes, the Department provides all majors with a basic understanding of communication theory and practice. Advanced courses allow majors the opportunity to study more applied areas such as advertising, digital communication, journalism, public relations, radio, and television. The department also offers upper-level courses in communication law and policy, ethics, intercultural and international communication, interpersonal and group communication, mass communication, political communication, and rhetorical studies.

This program of study has led majors to a wide range of communication-related careers in advertising, broadcasting, communication education, journalism, and public relations. Communication majors have also had success in fields related to communication such as business, education, government/politics, health, international relations and negotiations, and social and human services. Finally, many majors have successfully completed graduate programs in business, communication, and law.

Requirements for the Communication Major

Students must complete eleven—eight required and three elective—courses to major in communication. While the Department will transfer communication electives, the eight required classes must be taken at Boston College. The requirements for the major are as follows:

Common Requirements (4):

- CO 010 The Rhetorical Tradition
- CO 020 Survey of Mass Communication
- CO 030 Public Speaking
- CO 350 Research Methods

Distributed Requirements (4):

- Cluster Area Requirements—Choose one of the following courses: CO 105 Interpersonal Communication, CO 249 Communication Law, CO 250 Mass Communication Ethics, CO 251 Gender and Media, CO 255 Media Aesthetics, CO 263 Media, Law and Society
- Theory Requirement—Choose one of the following courses: CO 372 Mass Communication Theory, CO 375 Argumentation Theory, CO 377 Visual Communication Theory, CO 378 Rhetorical Theory
- Writing-Intensive Seminars—Choose two of the following courses: CO 425 Broadcast Century Issues, CO 426 Television and Society, CO 429 Globalization and the Media, CO 440 Communication and Theology, CO 441 Men, Women and Popular Culture, CO 442 Intercultural Communication, CO 443 Ethical Considerations in the Mass Communication, CO 445 Freedom of Expression, CO 447 Communication Criticism, CO 448 Television Criticism, CO 449 Crisis Communication, CO 451 Gender Roles and Communication, CO 452 Political and Social Communication, CO 456 Relational Communication, CO 458 Radio in Culture and Society, CO 460 Seminar: Fiction, Film and Video, CO 470 Capstone: Conflict, Decision and Communication

Electives (3)

The other three courses are electives and students may select these courses based upon their interests and objectives. Any three-hour class offered by the department can be counted as an elective, including CO 520 Media Workshop and CO 592 Honors Thesis. Most majors will develop areas of expertise by concentrating their elective courses in a particular area of study such as television or public relations.

Information for First Year Majors

Freshmen and sophomores can declare the Communication major. Juniors and seniors should schedule an appointment with the department's counselor to determine whether they can reasonably complete the required course work prior to graduation.

CO 010 Rhetorical Tradition and CO 020 Survey of Mass Communication are prerequisites for all other communication courses. Majors should not register for theory courses, writing-intensive seminars, or any electives until they have completed both Rhetorical Tradition and Survey of Mass Communication.

Information for Study Abroad

Students must complete seven communication courses by the end of their junior year to receive department permission to study abroad. Among the seven courses, students must have completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, and CO 030 Public Speaking. The seven course requirement can be met by any one the following: taking seven communication courses at Boston College, counting communication courses and approved summer school courses, taking five communication courses at Boston College and transferring two courses from the junior year abroad placement

For additional information and departmental approval, contact the Department's counselor.

Internship Program

CO 520 Communication Internship, a one credit pass/fail course, is open to Communication majors who have junior or senior standing and a minimum 2.5 grade point average.

CO 590 Media Workshop, a three credit course, is open to Communication majors who have senior standing and a 3.0 grade point average (or a 2.8 overall with a 3.2+ in the major). In addition, potential interns must have completed a minimum of six courses in communication including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, and CO 030 Public Speaking, and appropriate preparatory course work necessary for the specific field placement.

Honors Program

Juniors with an overall grade point average of 3.5 or higher are eligible for the program. To complete the honors program, students will need to take two specified "honors" writing intensive seminars, perform well in those courses (receive grades of A or A-), and successfully complete an honors thesis under the direction of the instructor of one of those courses. Honors students will receive a total of nine credit hours for their participation in, and completion of, the program.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

CO 010 The Rhetorical Tradition (Fall/Spring: 3)

Required course for all Communication majors

This is an introductory course that is designed to examine the classical periods of rhetoric as well as during the Enlightenment and modern periods. The course focuses on pivotal concepts in rhetoric and their application to contemporary discourse. This is a foundation course in the field of communication. It introduces students to perennial issues and concerns in rhetoric, and looks at communication as a way of knowing about self and society.

Bonnie Jefferson

CO 020 Survey of Mass Communication (Fall/Spring: 3)

Required course for all Communication majors

This is a survey course in mass communication. It explores the political, social, and cultural forces that have influenced the development of the media. Among the topics discussed are media history, governmental regulation of the media, media economics, the impact of mass media on society, and the organizational decision-making process within the media institutions.

Dana Mastro

CO 030 Public Speaking (Fall/Spring: 3)

Required course for all Communication majors

This course is an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and

occasion. Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance course.

The Department

CO 104 Interpersonal Communication (Fall/Spring: 3)

This course focuses on theory and research concerning communication in everyday interactions. First, the course includes perspectives on the self as it is influenced by and influences communication. Second, the basic aspects of message production and understanding will be discussed. Lastly, the course focuses on communication in relational contexts. Students in the course are encouraged to evaluate their own communication practices and practice effective communication skills.

Pamela Lannutti

CO 105 Elements of Debate (Fall/Spring: 3)

This course introduces the student to the theory and practice of debate. It is designed for students without any formal training in debate. Assignments include participation in three class debates, preparation of affirmative and negative arguments, and compilation of an evidence file and annotated bibliography on the debate topic.

Stefan Bauschard

CO 120 Blacks in Electronic Media (Fall: 3)

Cross listed with BK 234

See course description in the Black Studies Department.

Lawrence Watson

CO 204 Art and Digital Technology (Fall/Spring: 3)

Prerequisite: Permission of instructor

Cross listed with FS 276

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.

Karl Baden

CO 220 Radio Operations and Production (Spring: 3)

This course is designed to present an overview of basic audio theory, programming and production techniques, station operations and radio's relationship to the public and government. Students must meet for a one-hour lab period each week in addition to the two-hour lecture periods.

Michael Keith

CO 222 Studio Television Production (Fall/Spring: 3)

Prerequisite: CO 227

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the planning and production skills necessary for effective communication in television. To pursue these goals, a substantial portion of the course will be devoted to learning production in a television studio.

Don Larick

Paul Reynolds

William Stanwood

CO 223 TV Field Production (Fall/Spring: 3)

Prerequisite: CO 222

This course is designed to develop the skills and disciplines of Electronic Field Production (EFP). The majority of programs produced in the video industry today utilize the EFP system. Emphasis will be placed on advanced techniques of portable video camera operation and traditional videotape editing. Elements of production

such as, location, sound recording, location lighting, scripting, producing, and directing will be featured. Working both individually and in groups, students will produce their own video programs. The course will also explore new technologies in video production such as non-linear editing and digital video.

David Corkum

Paul Reynolds

William Stanwood

CO 224 Digital Nonlinear Editing (Fall/Spring: 3)

Prerequisite: Permission of instructor

Cross listed with FM 274

This course will provide fundamental skills required for editing moving pictures plus hands-on experience on the Avid nonlinear edit system. The Avid Media Composer is currently considered a standard tool in the video, television and film industry. Using the system, students will learn the basics of pacing, continuity and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing bins and clips, building a time-line, saving sequences, and output to tape.

Adam Bush

James Ferguson

Carl Schmidt

CO 225 Broadcast Management and Sales (Fall/Spring: 3)

This course will examine and evaluate the various management styles and time sales practices found in the radio, television, and cable industries. The responsibilities and duties of the broadcast manager and the marketing strategies and techniques employed by the station sales department will be surveyed and considered within the context of the rapidly emerging information superhighway and the projected 500 channel universe.

Larry Miller

CO 227 Broadcast Writing (Fall/Spring: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences. A special emphasis will be placed on dramatic and comedy writing in the last third of this course.

James Dunford

Christine Caswell McCarron

William Stanwood

CO 230 News Writing (Fall/Spring: 3)

An introduction to reporting for the print media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers. Students will be expected to read a newspaper daily.

Joe Bergantino

Jack Izzo, S.J.

CO 231 Feature Writing (Fall/Spring: 3)

Prerequisite: CO 230

This is a course on contemporary feature writing, literary non-fiction journalistic writing based on solid reporting. The course's emphasis is on writing stories editors will want to print and readers will want to read. The course will include reading and analyzing well-written newspaper and magazine articles. Students will learn to apply the techniques of drama and fiction to writing objective factual stories that entertain as well as inform.

Jack Izzo, S.J.

Jon Marcus

Jody Olsen Agraz

CO 233 Advanced Journalism: Presenting the News (Fall/Spring: 3)
Prerequisites: CO 227, CO 230, or CO 231

This course will examine how an editorial staff produces a newspaper. The focus will be on the roles of reporters, columnists, editorial writers, editors, photographers, and graphic designers in the daily process as decisions are made as to what stories to cover, what stories and photographs to publish (and not to publish), and on what page to display them. The function of the various sub-sections in the newsroom structure—Business, Arts, Sports, Lifestyle, and Magazine—will be discussed as will the role of the business office where it intersects with the management of the newsroom.

Thomas Mulvoy

CO 235 Introduction to Advertising (Fall/Spring: 3)

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media. Students will monitor advertising in various media, assess strategy, and participate in the formulation of an advertising campaign plan.

William Ebben

John Kiley

Peter Woloschuk

CO 238 Marketing the Arts (Spring: 3)

Cross listed with CT 238

See course description in the Theater Arts Department.

Howard Enoch

CO 240 Introduction to Public Relations (Fall/Spring: 3)

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis also will be placed on developing proper writing techniques for public relations. Included among the writing assignments will be a press release, planning statement, contact sheet, and a press kit.

Patricia Delaney

Ann Lootens-Kraus

Alison Mills

Jody Olsen Agraz

Doug Quintal

CO 245 Advanced Public Relations (Fall/Spring: 3)

Prerequisite: CO 240

This course is designed for students who have completed CO 240 and are considering public relations as a profession. Emphasis will be on writing (press releases, query letters, profiles, press kits), speaking (oral presentations and on-camera press encounters), and strategizing (developing proactive and reactive media strategies for specific case studies).

John Dunn

CO 248 Computer Aided Drafting and Design (Fall/Biennially: 3)

Cross listed with FS 248/CT 248

See course description in the Theater Department.

Crystal Tiala

CO 249 Communication Law (Fall: 3)

This course examines major principles and trends in communication law. The course analyzes a wide-range of issues related to the First Amendment, intellectual property, and broadcast regulation. Special emphasis will be placed on access, blasphemy and obscenity,

broadcasting, cable regulation, commercial speech, defamation, free press/fair trial, institutional constraints, intellectual property, prior restraints, privacy, sedition, time/place/manner restrictions, and words that wound.

Dale Herbeck

CO 251 Gender and Media (Fall: 3)

This course examines the representation of gender in the U.S. media, focusing primarily on television and film genres such as the situation comedy, soap opera, talk show, action film, thriller, and the women's film.

Lisa Cuklanz

CO 259 Cyberlaw (Spring: 3)

This course will study the extension of communication law to the Internet, assess a range of pending proposals for new laws designed to regulate free speech in cyberspace, and discuss a variety of national and international schemes intended to govern the developing global information infrastructure. In the process, the course will consider issues involving political speech, sexually explicit expression, defamation, privacy, intellectual property, commercial speech and spam, schools and libraries, and international issues.

Dale Herbeck

CO 260 American Public Address (Spring: 3)

Prerequisite: CO 010

American Public Address is a course that studies important contemporary speakers, issues, and movements. Speeches and speakers from World War II to the present will be studied in this course. We will examine the material from a historical as well as a critical perspective, using the methodologies of rhetorical criticism. Areas to be covered in the course include: rhetoric of the campaign, rhetoric of war, rhetoric of social change, rhetoric of fear, rhetoric of scandal and public ridicule.

Bonnie Jefferson

CO 263 Media, Law, and Society (Fall/Spring: 3)

Prerequisite: CO 010 and CO 020

This course seeks to explore the contours of the Information Society and to analyze the transformations that are occurring as the word communication takes on a broader meaning than it possessed during the twentieth century. Among the topics explored in the course are intellectual property, selling and licensing digital property, the emergence of a digital economy, and the changing legal rules necessary to govern the Information Society.

Donald Fishman

CO 265 Children and Media (Fall/Spring: 3)

Children and Media will introduce students to theory and research on children's electronic media use and the influence of media on children. First, we will evaluate the quality and quantity of content available to children. Second, we will discuss regulatory efforts to control potential harmful effects of these media. Third, we will take a developmental approach to understanding how children make sense of media messages. The class will operate from the perspective that media are always teaching, and we will focus on efforts to increase the positive impact and decrease the negative impact of media content.

Susannah Stern

CO 280 Broadcast Programming and Promotion (Fall/Spring: 3)

This course focuses on the complexities of programming modern-day commercial television and radio stations and of promoting these programs to reach the most desirable demographics. Case studies of television station and network programming will be analyzed and discussed, and techniques of both programming and promotion will be studied.

James Dunford

CO 285 Cultural Diversity in Media (Spring: 3)
Satisfies Cultural Diversity Core Requirement

In an age where the world's political borders are changing rapidly, cultural artifacts found in mass communication become increasingly important. This course examines the relationship of culture and the mass media in creating a new concept of America, based on race, ethnicity and gender. From this exploration, students will be able to critique the impact of television, radio, film, cartoons, newspapers, magazines, books and the music industry on cultural perception.

Marilyn Matelski

CO 296 Internet and Society (Fall/Spring: 3)

The course begins with a discussion of the Internet as both a technological and cultural phenomenon. The course continues to investigate how the seemingly anarchic and chaotic network of computers, texts, and hypertextual links is, in fact, increasingly regulated by on-line communities, various levels of government, and the computer and Internet industries. Finally, the course concludes with a series of case studies that illuminate ongoing social and political debates about the future of the Internet in American society.

Greg Elmer

CO 297 Virtual Networking, Culture, and Communication: A Workshop (Spring: 3)

This course investigates the manner that protocols, bundled sets of software and hardware, and default set user preferences attempt to delineate the possibilities and limitations of communication and networking on the Internet. Students will not simply listen and read about these phenomena, rather they will be called upon, through a series of on-line workshop assignments, to question the political and social implications of many of the Internet's most popular functions. Topics include privatization of search engines and other on-line databases, web cookies and user privacy, virtual identities, the governance of Internet domain names, and on-line forms of hacking, cracking and hactivism.

Greg Elmer

CO 298 World Wide Web and Digital Media (Fall/Spring: 3)

The World Wide Web (WWW), which started only after 1991, has already become one of the indispensable communication tools in contemporary society. Students will be introduced to basics of the WWW so that they can (1) browse Web pages, (2) search any necessary information on the Internet, (3) set up one's own web page, and (4) analyze web pages for certain purposes. Theoretical and philosophical issues regarding the WWW will also be explored.

Robert Herbstzuber

Scott Kinder

David McIntyre

Barbara Restaino

CO 350 Communication Research Methods (Fall/Spring: 3)
Required course for all Communication majors starting with the class of 2006

Research methods are often considered "tools" for creating knowledge. This course will equip students with a veritable toolbox of methods for researching mass media and their audiences. We will look at how researchers have answered such questions as: How are people affected by mass media? What/who appears most frequently in the mass media? How do people make sense of the media messages they consume? Both quantitative (content analysis, surveys, experiments) and qualitative (interviews, focus groups, textual analysis) methods will be explored.

The Department

CO 372 Mass Communication Theory (Fall/Spring: 3)
Satisfies the required theory course in the Communication major

This course will examine the underlying theories behind mass communication and the mass media and will apply those theories to operational decisions made by media executives on a day-to-day basis.

Dana Mastro

Marilyn Matelski

Anne Sears

CO 375 Argumentation Theory (Fall: 3)

Satisfies the required theory course in the Communication major

This course considers the theory of argumentation, in contrast to "Elements of Debate" which teaches students how to argue. Argumentation Theory begins by considering the nature of argumentation, proceeds to discuss the qualities of good argument, and concludes with a discussion of fields or communities of argumentation.

Ekaterina Haskins

CO 377 Visual Communication Theory (Fall/Spring: 3)

Satisfies the required theory course in the Communication major

This course explores the role of perception within visual learning, the nature of images, how public images function in political and cultural discourse, the psychology of the camera eye, differences among television, film and print images, and controversial media issues.

Ann Marie Barry

CO 378 Rhetorical Theory (Fall/Spring: 3)

Satisfies the required theory course in the Communication major

This course applies the concepts of critical rhetorical theory to the analysis of news media. Students select a contemporary event or problem in the news and develop a five-stage project culminating in a 20-25 page research paper.

Roger Woolsey

CO 400 Advanced Video Production (Spring: 3)

Prerequisites: Permission of instructor and CO 222, CO 223, and CO 227

This course will enable you to hone the skills you learned in the Broadcast Writing, Studio Television Production, and Television Field Production courses. You will produce a real television program for a real client. The course will also explore how to create a program through real world experiences such as formulating a script to meet specific client needs and planning, shooting, and editing the finished show. All these steps will be accomplished with the approval of your clients.

William Stanwood

CO 401 Visual Design (Spring: 3)

This course is meant to be a practical application of study in visual communication theory and replaces and expands on materials previously included under Ad Copy and Layout. Content focuses on basic communication principles of visual design from winning ad campaigns to Feng Shui, with an emphasis on effective construction of images, the impact of color, line vectors, space, and balance.

Ann Marie Barry

CO 402 Digital Audio Production (Fall/Spring: 3)

Prerequisite: CO 220 or permission of instructor

This course is designed to introduce students to digital audio production. The course will include recording, editing, and post-production work, all using a computer-based audio system. Students will produce digital audio recordings of various lengths and master a work on compact disc.

Jon Sage

Lloyd Thayer

CO 404 Advanced World Wide Web and Digital Media (Fall/Spring: 3)*Prerequisite:* CO 298 or equivalent experience and knowledge

Today, most industries and organizations are not only managing their web sites, but more and more heavily relying on the web and digital communications. This course is designed for students to get prepared for careers in this new digital media environment by equipping them with advanced skills and knowledge in the WWW and digital communications.

*Nicole Malec***CO 425 Broadcast Century Issues (Fall/Spring: 3)**

Satisfies one of two writing intensive courses required within the Communication major

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an assessment of the major issues and events that have helped form twentieth century broadcast media. Topics will be examined within the context of their relationship to society and culture.

*Michael Keith***CO 426 TV and Society (Spring: 3)**

Satisfies one of two writing intensive courses required within the Communication major

This writing-intensive course will provide a forum for investigating the role of television in our society. We will examine such topics as the use of violence on TV, the impact of television on public discourse, as well as other TV issues in our society. A variety of texts and research methods will be used to help draw conclusions about the impact of TV on our culture.

*William Stanwood***CO 440 Communication and Theology (Spring: 3)**

Satisfies one of two writing intensive courses required within the Communication major

Students will study mass communication in light of major insights from faith and tradition of the Christian community. Applying these insights to our media environment, we will develop a set of values suitable for media practitioners and media industry that will foster greater good for the media consuming public. These values will be applied critically to actual news and entertainment as it appears in the media of print journalism, advertising, film, and television—providing a basis for constructing a set of principles useful for the media consuming public, helping it to become wiser, more critical, and demanding.

*Kevin Kersten, S.J.***CO 442 Intercultural and International Communication (Fall/Spring: 3)**

Satisfies Cultural Diversity Core Requirement

Satisfies one of two writing intensive courses required within the Communication major

This course studies communication as it relates to culture, and as it occurs interculturally and internationally. In those contexts, questions and issues will be pursued which reveal processes, effects, methods, and critical norms for evaluating interpersonal, group, and mass communication.

*Vicki Karns**Marilyn Matelski**Xuejian Yu**The Department***CO 445 Seminar on Freedom of Expression (Fall: 3)**

Satisfies one of two writing intensive courses required within the Communication major

This course will use landmark cases to illuminate classic controversies involving the freedom of expression. The Supreme Court

decisions to be studied include Abrams versus United States (political speech versus “clear and present danger”), New York Times versus Sullivan (commercial/political speech versus reputation), New York Times versus United States (prior restraint versus national security), Hustler Magazine versus Falwell (satire/parody versus emotional distress), and R. A. V. versus St. Paul (First Amendment versus Fourteenth Amendment).

*Dale Herbeck***CO 447 Communication Criticism (Fall/Spring: 3)**

Formerly Rhetorical Criticism

Satisfies one of two writing intensive courses required within the Communication major

This course examines a wide range of critical methodologies that can be used to reach a greater understanding of public communication. In addition to speech events, the impact of other communication media such as film, television, advertising, political cartoons, and music will be examined from a critical perspective. A greater understanding of the critical choices available allows us to better evaluate the impact of public communication.

*Ekaterina Haskins**Bonnie Jefferson***CO 448 Television Criticism (Fall/Spring: 3)**

Satisfies one of two writing intensive courses required within the Communication major

This course provides students with methods for critically evaluating the cultural and social impact of television. First, students learn some fundamentals of television production and the structure of the media industry. Based on this knowledge, students examine and practice the critical analysis of contemporary television programs. The goal of the course is to make students more informed critics of our television-saturated age.

*Elfriede Fursich**Anne Sears***CO 449 Crisis Communication (Fall/Spring: 3)**

Prerequisite: It is recommended that students have completed CO 240 Public Relations before enrolling in Crisis Communication.

Satisfies 1 of 2 writing intensive courses required within the Communication major

This course is designed to examine events and situations that potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving—rather than litigating—organizational problems. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.

*Donald Fishman***CO 451 Gender Roles and Communication (Fall/Spring: 3)**

Satisfies 1 of 2 writing intensive course requirements within the Communication major.

This course is both a writing-intensive seminar and a women's studies course. Focus is on the social construction of gender through communication. The early section of the course compares historical and cross-cultural notions of gender. Then, building on these comparisons, students read about, examine, and analyze communication texts, focusing particularly on television programming and advertising.

Lisa Cuklanz

CO 456 Relational Communication (Fall/Spring: 3)

Satisfies 1 of 2 writing intensive courses required within the Communication major.

This course examines communication in personal relationships with an emphasis on romantic relationships. We will explore the current relational communication literature following the basic model of initiation, maintenance, and deterioration. An emphasis is placed on identifying and understanding problematic situations and patterns in personal relationships.

Pamela Lannutti

CO 458 Radio in Culture and Society (Fall: 3)

Satisfies 1 of 2 writing intensive courses required within the Communication major

This course will seek to examine and analyze the role of broadcast radio in non-mainstream segments (minority, counterculture, extremist, and alternative-lifestyle clusters) of the population. In the last quarter century, so-called "outerculture" or "fringe" groups have asserted their rights to a fair and equal access to the airwaves as a means for mollifying the negative perceptions and stereotypes that have prevented them from fully benefiting from citizenship in the world's largest democracy. Students will gather research data for an extensive paper designed to probe and evaluate the effects and implications of bias and discrimination in American broadcast media, specifically radio.

Michael C. Keith

CO 470 Capstone: Conflict, Decision and Communication (Fall: 3)
Cross listed with UN 510

Satisfies one of two writing intensive courses required within the Communication major

For Seniors only

See course description in the University Courses section.

Ann Marie Barry

CO 478 Producing Documentaries (Fall: 3)

This course is advanced for learning and practicing the role of producer in planning, making, and transmitting television/video documentaries. In addition to studying the role of producer, students will develop skills to handle practical requirements of the production process. Each student will co-produce one or more documentaries, working with a production crew made up of class members and Channel 46 staff. Student crew assignments will be decided after consulting Channel 46 staff and based on the teacher's assessment of student's background, experience, progress during the semester, and personal interest.

Kevin F. Kersten, S.J.

CO 485 Advanced Intercultural: studyabroad.com (Spring: 3)

Prerequisites: CO 442 or equivalent; enrolled in BC-sponsored international program; permission of instructor

For a complete description of the course and its assignments, check the website <http://www2.bc.edu/~matelski>

This is a web-based, advanced intercultural communication course intended for those studying abroad. Offered by "permission only," students allowed into this class are strongly recommended to have taken CO 442 or its equivalent as a prerequisite, and should be enrolled in a BC-sponsored international program.

Marilyn J. Matelski

CO 500 Debate Practicum (Fall/Spring: 1)

Prerequisites: Successful completion of CO 105, participation on the intercollegiate debate team, and permission of the instructor.

Advanced discussion of argumentation theory and debate practice with an emphasis on contemporary intercollegiate debate.

John Katsulas

CO 501 Communication Internship (Fall/Spring/Summer: 1)

Prerequisite: Permission of instructor

This course is a one-credit pass/fail internship available for sophomore, junior, and senior Communication majors. See Internship Director for details.

Roger Woolsey

CO 520 Media Workshop (Fall/Spring: 3)

Prerequisites: (1) Senior standing, (2) 3.0 GPA or 2.8 overall and 3.2 in major, (3) completion of six courses in communication at BC, including those required for the major, and (4) permission of the instructor

This course may not be repeated.

By arrangement

This course gives senior communication majors an opportunity to pursue a partial internship in the electronic or print media. Practical experience will be supplemented by discussions of relevant theoretical constructs. Adherence to professional protocol is expected. A field research paper is required.

Roger Woolsey

CO 592 Honors Thesis (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing an Honors Thesis.

The Department

CO 593 Advanced Topics (Spring: 3)

This course is an advanced seminar restricted to second-semester senior women's studies minors. Enrollment is by permission only.

Lisa Cuklanz

CO 597 Readings and Research—Communications (Fall/Spring: 3)

Prerequisite: Permission of the instructor

This course may be repeated.

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member. The defining characteristics of the course are that (1) it must involve extensive readings, and (2) it must include a formal term paper of twenty or more pages.

The Department

CO 598 Teaching Assistantship (Fall/Spring: 3)

Prerequisite: Permission of instructor

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Open only to seniors and enrollment is limited to one student per professor.

The Department

CO 599 Advanced Independent Research (Fall/Spring: 6)

The Department

Computer Science**Departmental Notes**

- Department Secretary: Jane Costello, 617-552-3975, jane.costello@bc.edu
- World Wide Web: <http://www.cs.bc.edu>

Undergraduate Program Description

The Computer Science Department offers programs in the College of Arts and Sciences and in the Carroll School of Management. This section describes only the program in Arts and Sciences; consult the Computer Science listing under the Carroll School of Management for descriptions of the management pro-

grams in Computer Science and Information Systems and for information about the Computer Science faculty. For further information, contact the department in Fulton Hall 460, at 617-552-3975.

Overview

The Computer Science department administers Bachelor of Arts and Bachelor of Science programs in Computer Science in the College of Arts and Sciences and concentrations in Information Systems and Computer Science in the Carroll School of Management. The department also administers a minor in Computer Science in the College of Arts and Sciences and co-administer the minor in Scientific Computation.

Major Programs

Bachelor of Arts in Computer Science

The curriculum for the Bachelor of Arts degree in Computer Science is based on current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed to provide a solid foundation in the fundamentals of computer science. At the same time, it provides practical, hands-on experience with computing systems, as the current technology job market dictates.

Students complete a ten-course computer science component, supplemented by a mathematics component rooted in Calculus and Discrete Mathematics. For most students, the program requires completion of thirteen courses.

Computer Science Component

(Ten courses minimum in Computer Science)

The ten computer science courses required for completion of the Bachelor of Arts major are grouped into two categories, six required core courses and four electives. The six required core courses are the following:

- Computer Science I (MC 101 OR MC 140 but not both)
- Computer Science II (MC 102 OR MC 141 but not both)
- Systems Programming in C (MC 103) OR Object-Oriented Programming (MC 697), credit for MC 697 and MC 101/MC 102 will not be granted
- Computer Organization and Assembly Language (MC 160)
- Algorithms (MC 383)
- Theory of Computation (MC 385)

Of the four electives, at least three must be numbered 300 and above, and must include at least two of the following four courses: Operating Systems (MC 362), Computer Networks (MC 363), Principles of Programming Languages (MC 366), and Compilers (MC 371). The fourth elective may be any MC course numbered 202 and above.

Mathematics Component

At least two mathematics courses are required for completion of the Bachelor of Arts major: one semester of Calculus at the level of Calculus II or higher and one semester of Discrete Mathematics. Students will ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 200, MT 201, or MT 202. Realistically, most students will need to complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a two-semester sequence.

Students must complete the Discrete Mathematics requirement with the one semester course Discrete Mathematics (MT 245 or MC 248). Double majors in mathematics may satisfy the Discrete Mathematics requirement by taking MT 445. It is especially important that Discrete Mathematics be completed no later than the end

of junior year, since this material is prerequisite for the two required courses, Algorithms (MC 383) and Theory of Computation (MC 385) as well as Principles of Programming Languages (MC 366).

Bachelor of Science in Computer Science

The curriculum for the Bachelor of Science major in Computer Science is based on requirements specified by the Computer Science Accreditation Board (CSAB). The program is designed to provide a more extensive background in computer science and is well-suited for students considering graduate study or students planning to pursue careers in science or engineering.

Students must complete a twelve-course computer science component, supplemented by a mathematics component and a natural science component.

Computer Science Component

(Twelve courses minimum in Computer Science)

The twelve computer science courses required for completion of the Bachelor of Science major are grouped into two categories, seven required core courses and five electives. The seven required core courses are the following:

- Computer Science I (MC 101)
- Computer Science II (MC 102)
- Systems Programming in C (MC 103)
- Computer Organization and Assembly Language (MC 160)
- Computer Architecture (MC 372)
- Algorithms (MC 383)
- Theory of Computation (MC 385)

Of the five electives, at least four must be numbered 300 and above, and must include at least two of the following four courses: Operating Systems (MC 362), Computer Networks (MC 363), and Principles of Programming Languages (MC 366), and Compilers (MC 371). One elective must be from the social and ethical issues cluster: Ethical Issues of Computer Use (MC 690), Technology and Culture (MC 670), Social and Ethical Issues in Information Technology (MD 260), and Technology and Society (SC 046). One elective may be any MC course numbered 202 and above.

Departmental elective credit will not be given for more than one course from the social and ethical issues cluster.

Mathematics Component

At least five mathematics courses are required for completion of the Bachelor of Science major:

- MT 103 Calculus II (Math/Science Majors)
- Discrete Mathematics (MT 245, MC 248, or MT 445)
- MT 202 Multivariable Calculus
- MT 426 Probability
- One MT elective from among MT 210 Linear Algebra, MT 216 Algebraic Structures, or any MT course 300 or higher

Since many students will need to complete MT 102 before taking MT 103, this calculus requirement will often be met by enrolling in a two-semester sequence.

Science Component

Students are required to complete twelve semester hours of science courses for science majors. Course work must include one two-semester sequence in a laboratory science for science majors. Students may complete this requirement in several ways. Eligible introductory sequences are:

- Biology (BI 200/210, BI 202/211 or BI 304, BI 305)
- Chemistry (CH 109/111/113, CH 110/112/114 or CH 117/119/121, CH 118/120/122)
- Geology/Geophysics (GE 132/133, GE 134/135, GE 157/158, GE 160/161)

- Physics (PH 209/203, PH 210/204)

Students fulfilling the Science Component with the BI 304, BI 305 sequence may wish to consider completing the requirement with Computational Biology (BI 507). The geology/geophysics sequence is an 8-credit sequence so another four credits are required. The physics sequence is a 10-credit sequence so one additional 3-credit course is required.

Preparation for Graduate School

Students considering graduate school should be aware that the Computer Science Graduate Record Exam (GRE) usually needs to be taken by the fall of their senior year. Consequently, the following courses, which cover material used heavily in the GRE, should be taken by the end of the junior year: Computer Organization (MC 160), Discrete Mathematics (MT 245 or MC 248), Algorithms (MC 383), Theory (MC 385), and Principles of Programming Languages (MC 366). In addition, the following courses are also strongly recommended: Operating Systems (MC 362), Networks (MC 363), and Architecture (MC 372).

Information for First Year Majors and Non-Majors

The Computer Science majors are for students who enjoy using computers and who wish to gain a deeper understanding of computing technology. Both majors are designed to provide a solid foundation in the fundamentals of computer science. At the same time, they provide practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support, and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

Freshman Computer Science Majors

First year students considering majoring in Computer Science should plan to complete the program's Calculus requirement (MT 101 or higher) during freshman year. Most will enroll in MT 100 in fall semester and continue to MT 101 in spring semester. Students who either carry advanced mathematics placement, or who have completed a year of Calculus in high school, should enroll directly in MT 101 (or a more advanced course) in the fall semester. First year students wishing to double major in Computer Science and Mathematics should take the calculus sequence recommended for the Mathematics major.

Freshmen with some prior programming experience or strong technical skills are encouraged to take Computer Science I (MC 101) their first semester. Those students who have had no programming experience may consider beginning with an introductory computer course (e.g., MC 074) in their first year. First year students who have achieved a score of four or higher on the Computer Science A.P. Examination, or students entering with significant programming backgrounds, should speak with the Computer Science chairperson about proper course placement (e.g., directly taking MC 102).

Freshman Non-Majors

The department offers five introductory courses in computer science: MC 021, MC 074, MC 101, MC 130 and MC 201. MC 021 is designed to teach students how to use computers effectively in a business setting. Students learn to use a variety of application packages including spreadsheets, database systems, and the Internet. This course is required for all students in the Carroll School of Management, but it is also a popular elective with College of Arts and Sciences students who want business computer skills.

MC 074 is a gentle survey of computer science, intended for Arts and Sciences students who know little to nothing about computing. It is an excellent course both for becoming more computer literate and as a preparation for the MC 101 course.

MC 101 is the introductory programming course. It is required of all Computer Science majors and minors (class of 2004 and later) and is a prerequisite for all advanced computer science courses. Therefore, students who wish to take more than one course in computer science will need to take MC 101 sometime. The skills needed to write computer programs come easily to some people and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in MC 074 before enrolling in MC 101.

MC 130 is an introduction to programming with an orientation to scientific applications. This course is taught using the C programming language. It is the first course in the minor in Scientific Computation.

MC 201 is an introduction to programming with an orientation to management applications. This course is taught using the Visual Basic programming language and is required for Information Systems concentrators in the Carroll School of Management.

The Minor Program

The minor program in Computer Science is designed to provide an introduction to computer science, primarily for mathematics and science majors. It is also suitable for students with a strong secondary interest in computer science and good analytical skills.

Six courses are required for completion of the minor:

- Computer Science I (MC 101 OR MC 140 but not both)
- Computer Science II (MC 102 OR MC 141 but not both)
- Systems Programming in C (MC 103) or Computer Organization and Assembly Language (MC 160)
- Two electives courses chose from the range MC 300-399
- One elective course chosen from the range MC 202-699

Departmental Honors

Computer Science majors of junior or senior standing with at least a 3.3 grade point average in MC courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, the student must maintain at least a 3.3 grade point average in MC courses, and they must complete a senior thesis. In order to complete a senior thesis, an eligible student must have a thesis proposal approved by a faculty advisor and by the Honors Committee by the end of their junior year; they must complete two sections of Honors Thesis (MC 397) during their senior year with grades of B+ or higher; they must submit a written honors thesis by the last day of class in the second semester of their senior year; and they must make an oral presentation of their thesis at the end of their senior year.

Bachelor of Arts students participating in the Honors Program are required to take both sections of Honors Thesis (MC 397) in addition to the ten required courses. Thus, they are required to take twelve computer science courses. Bachelor of Science students may count one section of Honors Thesis (MC 397) as a departmental elective. Thus they are required to take thirteen computer science courses in all.

Course Information

All Computer Science courses have the prefix MC. However, because the department serves both the Carroll School of Management and the College of Arts and Sciences, some courses are primarily management-oriented and are considered to be CSOM courses, whereas others are considered to be A&S courses. In partic-

ular, MC 021 and all 200-level courses are CSOM-credit courses; MC 074, all 100-level courses and all courses numbered 300-699 are A&S-credit courses.

Introductory courses (e.g., MC 101, 102, 103, 160 and 201) are available every semester. All courses that are required for the major are offered at least once each academic year. Most advanced electives are offered only in alternate years; hence, student schedules should be designed carefully.

Economics

Faculty

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Richard J. Arnott, *Professor*; B.S., Massachusetts Institute of Technology; M.A., M.Phil., Ph.D., Yale University

David A. Belsley, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Donald Cox, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter T. Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Peter N. Ireland, *Professor*; Chairperson of the Department; B.A., M.A., Ph.D., University of Chicago

Marvin C. Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

Arthur Lewbel, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

William B. Neenan, S.J., *Professor and Vice President*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

Joseph F. Quinn, *Professor and Dean*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Fabio Schiantarelli, *Professor*; B.S., Universita Bocconi, Italy; M.S., Ph.D., London School of Economics

Uzi Segal, *Professor*; B.S., M.A., Ph.D., Hebrew University, Israel

Christopher F. Baum, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Hideo Konishi, *Associate Professor*; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

Douglas Marcouiller, S.J., *Associate Professor*; A.B., Princeton University; M.A., Yale University; M. Div., Weston School of Theology; Ph.D., University of Texas, Austin

Francis M. McLaughlin, *Associate Professor*; Assistant Chairperson of the Department; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

Richard W. Tresch, *Associate Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Ingela Alger, *Assistant Professor*; M.S.C., Stockholm School of Economics, Sweden; Ph.D., Universite de Toulouse, France

Fabio Ghironi, *Assistant Professor*; M.A., Universita Bocconi, Italy; Ph.D., University of California, Berkeley

Matteo Iacoviello, *Assistant Professor*; M.Sc., Ph.D., London School of Economics

Istvan Konya, *Assistant Professor*; B.S., Budapest University of Economics; M.A., Ph.D., Northwestern University

Tommaso Monacelli, *Assistant Professor*; B.A., Universita Bocconi, Italy; M.A., Ph.D., New York University

Marina Pavan, *Assistant Professor*; B.S., Universita di Trieste; M.S., Ph.D., University of Pennsylvania

Catherine G. Schneider, *Senior Lecturer*; Ph.D., Johns Hopkins

Departmental Notes

- Administrative Secretary: Kathy Tubman, 617-552-3670 (tubman@bc.edu)
- Administrative Graduate Secretary: Gail Sullivan, 617-552-3683 (sullidde@bc.edu)
- Technical Word Processor: John Moore, 617-552-3684 (john.moore.5@bc.edu)
- World Wide Web: <http://fmwww.bc.edu/EC/EC.html>

Undergraduate Program Description

The Economics program provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses (EC 131-132) are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory (EC 201-202) give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, economic development, capital theory and finance, labor economics, industrial organization, health economics, environmental economics, law and economics, and econometrics.

The Economics major provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

The Core

Principles of Economics—Micro and Macro (EC 131 and EC 132, respectively)—satisfy the Core requirements in the social sciences. These are distinct one-semester courses that should be taken in numerical order—Micro before Macro, although Macro can be taken first if necessary. It is possible to take only one of these courses, but the department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

Major Requirements

Ten three-credit courses are required for the major: Principles of Economics (EC 131-132), Economic Statistics (EC 151, 155 or 157), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and any five electives numbered from EC 200 and above. Students should take both EC 131 and EC 132 before taking any other economics courses. The one exception is Statistics (EC 151, 155, and 157). Students normally take EC 131 before EC 132, although EC 132 may be taken first. Students taking Principles freshman year would usually take Micro Theory, Macro Theory, and one elective sophomore year.

Students taking Principles sophomore year would generally take Micro Theory, Macro Theory, and two electives junior year. Statistics should be taken as soon as possible, certainly no later than sophomore year. The Economics major is meant to be structured. Students should take Principles, Statistics, and preferably the two Theory courses before beginning the 300-level electives. We recognize that late starters may not have time to follow this sequence precisely, but at very least the 300-level electives and the corresponding theory courses should be taken concurrently. Consult the individual professor if you are unsure of your preparation.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 40, and a smaller writing-intensive format, with enrollments capped at 15 to 25, depending on the size of the writing component.

Students are urged to take advantage of the writing-intensive courses, and to check with the department before the registration period to learn which courses will be offered in which format.

Knowledge of the basic elements of Calculus is required of all Economics majors. No specific calculus courses are required for the major, but all majors should know how to take derivatives of simple functions and to solve maximum and minimum problems. MT 100, and many high school calculus courses provide the basic elements of calculus needed for the Economics major. The Micro and Macro Theory courses and the 300-level electives may use some basic elements of calculus. Any student with a serious interest in economics should take at least one full year of Calculus, MT 100-101, or the equivalent; additional mathematics courses are strongly recommended for students considering graduate work in economics.

Honors Program

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (EC 203-204) in place of the standard theory sequence (EC 201-202). However, students who have already completed EC 201-202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics (preferably EC 157) as soon as possible and Econometric Methods (EC 228) immediately following. Note that EC 228 has a calculus prerequisite. MT 100-101 or their equivalents are prerequisites for both Econometrics and the Honors Program generally. The honors candidate must complete a six-credit Honors Thesis (EC 497-498) in the senior year under the direction of a faculty member. Also, four elective courses numbered from EC 200 and above are required during the junior and senior years (not counting the two Senior Thesis or Advanced Independent Research courses).

Minor Requirements

The following courses are required for the minor in Economics: EC 131 Principles of Economics—Micro, EC 132 Principles of Economics—Macro, EC 151 Statistics, EC 201 Microeconomic Theory, EC 202 Macroeconomic Theory, Plus any two electives with numbers of EC 200 and higher. Students may substitute: EC 157 Statistics—Honors for EC 151 Statistics, EC 203 Micro Theory—Honors for EC 201 Microeconomic Theory, EC 204 Macro Theory—Honors for EC 202 Macroeconomic Theory

Finally, students should know the basics of calculus for the theory courses (EC 201-202) and for some electives. MT 100 would meet this prerequisite, as would a high school calculus course.

Double Majors

Requirements for double majors are the same as those for the major: Ten courses (30 credits) in Economics, including Principles, Statistics, Micro Theory, and Macro Theory, are required of a double major.

Economics Internship

EC 199 Economics Internship is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in EC 199 is required to complete an approval form which can be obtained in the Dean's Office of Arts and Sciences. The form must be signed by the

student's supervisor in the organization or agency providing the internship and also by Professor Francis McLaughlin, Carney 130. After it is signed, it should be sent to the student's class dean. At the end of the internship, the agency supervisor must provide an evaluation to Professor McLaughlin. The internship will be graded on a pass/fail basis. Internship credit does not reduce any other course credit required for completing the major or for graduation.

CSOM-Economics Concentration

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155). In addition, students from the Carroll School of Management may choose economics as an area of concentration. The concentration consists of four courses beyond the three required courses: Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major.

Information for Study Abroad

The Department wishes to insure that students are able to complete the minimum requirements for the major in time for graduation. It prefers students to have five courses completed before studying abroad: Micro and Macro Principles, Statistics, and Micro and Macro Theory. In addition, those students planning to participate in the Departmental Honors program are strongly advised to identify a thesis topic and a faculty supervisor before going abroad; very tight deadlines during the fall semester of senior year make this advance planning essential.

Up to two of the five electives that are required for the Arts and Sciences Economics major may be taken abroad. CSOM Economics majors and minors are limited to counting one elective from abroad towards their degree requirements. It is important to note that the two theory courses, Micro and Macro Theory, must be taken at BC.

There are many good economics programs offered through universities overseas; students are encouraged to ask their faculty advisors for details about the quality of various programs. Schools with particularly strong reputations in economics include the London School of Economics, University College London, and Queen Mary and Westfield in the United Kingdom; Trinity College Dublin in Ireland; Pompeu Fabra, Madrid Autonoma, and Madrid Computense in Spain; University of Amsterdam in the Netherlands; University of Parma in Italy; and Melbourne University in Australia.

Students must contact Professor Francis McLaughlin, Assistant Department Chairperson and Director of the Undergraduate Program, to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead, and plan their programs abroad with particular care.

Graduate Program Description

The graduate program in economics is oriented primarily toward full-time students who are seeking a Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis.

Ph.D. Program

The Ph.D. program is designed to train economists for careers in teaching and research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-year residence requirement.

The course requirements consist of a first-year core curriculum and eight electives. The first-year program consists of core courses in microtheory (EC 740, 741), macrotheory (EC 750, 751), mathe-

matics for economists (EC 720), statistics (EC 770), and econometrics (EC 771). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance.

Students are required to pass written comprehensive examinations in microtheory, macrotheory, and in two of the following fields: econometric theory, applied econometrics, monetary economics, international trade and finance, international trade and development, industrial organization, public sector economics, labor economics, urban economics, and finance. Each exam is based on a two-course sequence on the subject matter. The micro and macro comprehensives are offered twice a year in late May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

M.A. Program

The Department's course offerings are geared to the Ph.D. program, but qualified M.A. applicants are admitted. The requirements for the M.A. degree are the entire core curriculum of the Ph.D. program, two elective courses, and a written comprehensive examination.

Admission Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may usually transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. program.

Requests for application forms for admission should be addressed to Boston College, Graduate School of Arts and Sciences, Office of Graduate Admissions, McGuinn Hall 221, 140 Commonwealth Avenue, Chestnut Hill, MA 02467. For further information, send an e-mail to sulliddeb@bc.edu. For up-to-date information including courses offered and course syllabi, consult the Economics Department webpage at <http://fmwww.bc.edu/EC/EC.html>.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

EC 131 Principles of Economics I—Micro (Fall/Spring: 3)

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined and basic analytical tools are applied to current economic problems.

The Department

EC 132 Principles of Economics II—Macro (Fall/Spring: 3)

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.

The Department

EC 151 Economic Statistics (Fall/Spring: 3)

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

The Department

EC 155 Statistics—CSOM Honors (Spring: 3)

Prerequisite: Calculus

This course is a more intensive analytical treatment of the topics covered in EC 151 and it is designed for Carroll School of Management students.

Richard McGowan, S.J.

EC 157 Statistics—Honors (Spring: 3)

Prerequisite: Calculus

A more intensive analytical treatment of the topics covered in EC 151.

The Department

EC 199 Economics Internship (Fall/Spring: 1)

Francis M. McLaughlin

EC 201 Microeconomic Theory (Fall/Spring: 3)

Prerequisites: EC 131 and Calculus

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare and the appropriate role for government intervention.

The Department

EC 202 Macroeconomic Theory (Fall/Spring: 3)

Prerequisites: EC 132 and Calculus

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.

The Department

EC 203 Microeconomic Theory—Honors Level (Fall: 3)

Prerequisites: EC 131 and Calculus

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Ingela Alger

EC 204 Macroeconomic Theory—Honors Level (Spring: 3)

Prerequisite: EC 132 and Calculus

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Fabio Schiantarelli

EC 228 Econometric Methods (Fall/Spring: 3)

Prerequisites: Calculus, and EC 151, 155, or 157

Enrollment limited

Significant writing/research component

This course focuses on testing the predictions of economic theory. Topics covered include: simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

Christopher Baum

Mark Kazarosian

EC 229 Economic and Business Forecasting (Fall: 3)

Prerequisites: Calculus and EC 151, 155, or 157

Cross listed with MD 606

The theory and practice of applied time series analysis will be explored including the subjects of dynamic modeling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions.

Richard McGowan, S.J.

EC 233 History of Economic Thought (Spring: 3)

Prerequisites: EC 131-132

This course will survey the history of economic thinking from the ancient Greeks through the modern period. The emphasis of the course will be on classical and neoclassical economics from Adam Smith through John Maynard Keynes and the neoclassical synthesis of Paul Samuelson. Attention will also be given to contemporary developments.

Francis McLaughlin

EC 276 Developing Countries in a Global Economy (Spring: 3)

Prerequisites: EC 131-132

Satisfies Cultural Diversity Core Requirement

Non-majors who have taken EC 131 and EC 132 are especially welcome in this course.

Economics students who have already taken EC 201 are encouraged to take EC 375 instead of this course.

This course first focuses on the intensification of international trade and factor flows, then analyzes adjustments to the institutional interaction of states and markets. Within this contemporary framework, the course considers several of the traditional themes of development economics: poverty, inequality, and growth, natural resources and the environment, agriculture and rural organization, migration and urbanization, formal and informal labor markets, and investment in human capital.

Douglas Marcouiller, S.J.

EC 278 Environmental Economics (Fall/Spring: 3)

Prerequisites: EC 131-132

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including: specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.

Frank Gollop

EC 299 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.

Catherine Schneider

Francis McLaughlin

EC 304 Macroeconomic Policymaking (Fall: 3)

Prerequisite: EC 202 or EC 204

Enrollment limited

Significant writing/research component

This course studies macroeconomic policy in the United States over the past three decades. We will explore historical examples of macroeconomic problems and the policies that were used to confront them. Examples include: the military build up of the 1960s, the oil price shocks of the 1970s, the budget deficits of the 1980s, and the credit crunch of the early 1990s, among others. We will also examine the tools macroeconomists use to provide policy advice.

Robert Murphy

EC 306 Economics of Asymmetric Information (Spring: 3)

Prerequisites: EC 201 (203) and Calculus

Formerly listed as EC 307 Contract Theory

Many economic exchanges are characterized by informational asymmetries between the parties, for instance, a seller may have more information about the quality of the good it sells than the buyer. This class provides a set of tools to analyze such situations. After a general introduction to basic theory, the course will cover a number of applications, including health insurance, the internal organization of firms, regulation, and topics in industrial organization.

Ingela Alger

EC 308 Game Theory in Economics (Fall: 3)

Prerequisite: EC 201

Game Theory is the social science that analyzes how to think (and act) strategically in interactive situations. This course presents Game Theory with its applications to real world situations.

Hideo Konishi

EC 309 Introduction to Scientific Computation (Fall: 3)

Cross listed with MC 130

This course is required for students minoring in Scientific Computation.

See course description in the Computer Science Department.

Howard Straubing

EC 310 Economic Psychology (Fall/Spring: 3)

Prerequisites: EC 201-202 (EC 203-204)

Enrollment limited

Significant writing/research component

This course is a survey of a variety of topics that are at the crossroads between economics and psychology, including: risk and harm avoidance, time preference, mental accounts, manipulative and violent behavior, altruism and reciprocity, the connections between emotions and economic behavior, concern for relative status, and habits and addictions. Much of the material comes from recent research. The psychological perspective comes mostly from the field of evolutionary psychology.

Donald Cox

EC 315 Numerical Methods and Scientific Computation (Spring: 4)

Prerequisites: MT 202, and one of PH 330, MT 330, CH 330, EC 314, and permission of instructor

Cross listed with PH 430

This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

Enrollment limited; significant writing/research component.

See course description in the Physics Department.

David Broido (Physics)

Jan Engelbrecht (Physics)

EC 316 Advanced Scientific Computation (Fall: 4)

Prerequisites: One of PH 330, CH 330, MT 330 or EC 314, and one of PH 430 or EC 315; or permission of instructors.

Cross listed with PH 530

See course description in the Physics Department.

Christopher Baum (Economics)

David Broido (Physics)

Howard Straubing (Computer Science)

EC 329 Experimental Decision Theory (Spring: 3)

Prerequisite: EC 201 or EC 203

In this course we will cover some of the experimental literature concerning individual and social decision making under uncertainty. Such experiments were done by psychologists and by economists to challenge the standard notions of rationality used by economists. We will discuss some of the theoretical responses to these experiments and see how the concept of rational behavior changed to accommodate some of the experimental data.

Uzi Segal

EC 338 Law and Economics (Spring: 3)

Prerequisite: EC 201 or EC 203

In this course, we utilize microeconomic analysis to evaluate the performance of legal institutions with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

James Dalton

EC 340 Labor Economics (Spring: 3)*Prerequisite:* EC 201-202

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

*Francis McLaughlin***EC 353 Industrial Organization—Competition and Antitrust (Fall: 3)***Prerequisite:* EC 201 or EC 203**Enrollment limited****Significant writing/research component.**

An economic analysis of market outcomes when firms are imperfectly competitive. We will analyze such issues as oligopoly behavior, collusion, mergers and takeovers, advertising, product differentiation, price discrimination, entry and entry deterrence, innovation and patents, and antitrust law.

*James Dalton***EC 355 Topics and Case Studies in Antitrust Law and Economics (Fall/Spring: 3)***Prerequisite:* EC 201 or EC 203**Enrollment limited; significant writing/research component.**

The course focuses on some of the principle issues in current antitrust law and public policy. Students will read articles and leading antitrust cases. The issues and cases will be discussed in class. Areas to be covered include market definition for assessing market power; a framework for analyzing price fixing; predatory pricing; merger policy (DOJ/FTC versus FERC); antitrust damages (causation and measurement); and determinants of executive compensation.

*James Dalton***EC 361 Monetary Theory and Policy (Fall/Spring: 3)***Prerequisite:* EC 202 or EC 204

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.

*Hossein Kazemi***EC 364 Monetary and Fiscal Policy (Fall: 3)***Prerequisite:* EC 202 or EC 204**Enrollment limited; significant writing/research component.**

This course will examine both the theoretical and practical aspects of monetary and fiscal policy. On the monetary side, it will look at the mechanism through which monetary policy impacts the real economy and the price level. The fiscal side will explore the theoretical arguments about the effectiveness of fiscal policy and the practical developments that have precluded fiscal policy initiatives in recent years.

*Alicia Munnell***EC 365 Public Finance (Spring: 3)***Prerequisite:* EC 201 or EC 203

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of

the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.

*Catherine Schneider***EC 371 International Trade (Spring: 3)***Prerequisite:* EC 201 or EC 203

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

*Istvan Konya***EC 372 International Finance (Fall/Spring: 3)***Prerequisite:* EC 202 or EC 204

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

*Hossein Kazemi***EC 373 Economics of Latin America (Fall: 3)***Prerequisite:* EC 201 or EC 203**Satisfies Cultural Diversity Core Requirement****Enrollment limited; significant writing/research component.**

This course analyzes the economic problems and possibilities which arise in Latin America from the interaction of national economies with the global economy and from the interaction of states with markets. While grappling with specific challenges facing contemporary policymakers in Latin America, students will hone the tools of technical economic analysis which they learned in earlier coursework.

*Douglas Marcouiller, S.J.***EC 375 Economic Development (Fall: 3)***Prerequisite:* EC 201 or EC 203**Satisfies Cultural Diversity Core Requirement****Enrollment limited; significant writing/research component.**

This course offers students who have completed EC 201 a sophisticated treatment of contemporary debates about development policy, touching on macroeconomic stabilization, trade liberalization, privatization, and deregulation. The course deals explicitly with technological change and endogenous growth, with asymmetric information and the structure of factor markets, and with property rights and the exploitation of natural resources. One theme of the course is the impact of different policies on the poor. A second theme is the contribution that development economics has made to the development of economics itself.

*Douglas Marcouiller, S.J.***EC 380 Capital Markets (Spring: 3)***Prerequisites:* EC 201 or EC 203 and EC 151 or EC 157

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment. The course is designed to give students an appreciation of the role of securities markets in the allocation of capital. It assumes some background in economics, but no prior work in finance. Finance majors should not take the course since they would encounter most of the material elsewhere, and anyone who has had basic finance would find about half of the topics redundant.

Harold Petersen

EC 391 Transportation Economics (Fall: 3)

Prerequisite: EC 201 or EC 203

This course applies the basic techniques of microeconomic analysis to the transportation industry: wheels, wings, and water. Both the institutional framework and public policy issues of freight and passenger transportation are examined. Topics to be covered include (1) pricing policies, (2) regulatory reform, and (3) public provision of transportation infrastructure.

Richard Arnott

EC 394 Urban Economics (Fall: 3)

Prerequisite: EC 201 or EC 203

This course deals with the economy of cities. The subjects treated are location and land use, urban transportation, housing, and local taxation and provision of public services. While the emphasis of the lectures will be on theory, there will be some discussion of public policy. Also, all students must write a field essay which entails applying urban economic theory to some aspect of the Boston urban scene.

Richard Arnott

EC 435 Capstone: Business as a Calling (Spring: 3)

Prerequisites: EC 131-132

Cross listed with UN 535

Open to non-majors

Enrollment limited; significant writing/research component.

See course description in the University Courses section.

Harold Petersen

EC 497 Senior Thesis Research (Fall: 3)

This course provides guidance in developing a thesis topic and preparing a detailed proposal. EC 497 must be completed prior to registering for EC 498 Senior Honors Thesis.

Robert Murphy

EC 498 Senior Honors Thesis (Spring: 3)

Prerequisite: EC 497

Required of all seniors seeking a degree with Honors in Economics.

Robert Murphy

EC 601 Advanced Independent Research (Fall/Spring: 3)

Required of all seniors seeking a degree with Scholar of the College status.

Catherine Schneider

Francis McLaughlin

Graduate Course Offerings

EC 720 Math for Economists (Fall: 3)

This course consists of two modules: one on linear algebra and the other on economic dynamics. The linear algebra portion of the course covers fundamental material in vector spaces, metric spaces, linear equations and matrices, determinants, and linear algebra. This basic material finds application in numerous economics courses, including macro theory, micro theory, and econometrics, and it will be assumed in the theoretical econometrics sequence. The dynamic optimization portion of the course covers differential equations, difference equations, and various topics in dynamic optimization.

Peter Ireland

David Belsley

EC 740 Microeconomic Theory I (Fall: 3)

This course covers basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory such as welfare change measures and revealed preference theory.

Marvin Kraus

Uzi Segal

EC 741 Microeconomic Theory II (Spring: 4)

This course comprises three modules. The first treats pure and applied aspects of general equilibrium theory. The second is an introduction to non-cooperative game theory. The third covers topics in information economics.

Uzi Segal

Hideo Konishi

EC 750 Macroeconomic Theory I (Fall: 3)

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

Fabio Schiantarelli

EC 751 Macroeconomic Theory II (Spring: 4)

The first half of this course covers models of consumer behavior under complete and incomplete asset markets, asset pricing, the consequences of agent heterogeneity, and the foundations of dynamic stochastic general equilibrium modeling of the business cycle. The second half of the course incorporates money and nominal rigidity in the framework and addresses the role of monetary policy.

Fabio Ghironi

Matteo Iacoviello

EC 770 Statistics (Fall: 3)

The first part of this course deals with topics in probability theory, including random variables, conditional distributions, expectation and multivariate distributions. The second part presents topics in mathematical statistics, including moment estimation, hypothesis testing, asymptotic theory and maximum likelihood estimation.

The Department

EC 771 Econometrics (Spring: 4)

This is a first year graduate course in econometrics. Topics include estimation and inference in classical regression analysis, estimation by maximum likelihood, generalized methods of moments, simultaneous equation models, time series models, and panel data methods.

The Department

EC 799 Readings and Research (Fall/Spring: 3)

Permission of the Director of Graduate Studies is required.

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.

Frank Gollop

EC 810 Social Choice and Justice (Spring: 3)

How does society aggregate individual preferences over social policies into a social order? We will discuss Arrow's impossibility theorem, veil of ignorance models, utilitarianism, randomization as a tool of justice, and some of the most recent models that rely on the recent developments in decision theory.

Uzi Segal

EC 821 Time Series Econometrics (Spring: 3)

Prerequisites: EC 761 (or equivalent) and EC 751

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman Filter and time series models of heteroskedasticity are also discussed. The course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model, and the sources of business cycle fluctuations.

Christopher Baum

EC 822 Cross Section and Panel Econometrics (Fall: 3)*Prerequisite:* EC 761 (or equivalent)

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models, and duration models.

*Peter Gottschalk***EC 827 Econometric Theory I (Fall: 3)**

This course provides an introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables, and other single equation problems will be discussed in this context.

*David Belsley***EC 828 Econometric Theory II (Spring: 3)***Prerequisite:* EC 827 or equivalent

This is a course in asymptotic theory for econometric estimation and inference, with emphasis on nonlinear, cross section models. Topics include forms of convergence, consistency and limiting distribution theory, maximum likelihood, linear and nonlinear least squares, generalized method of moments, extremum estimators, nonparametric kernel estimators, and semiparametric estimators.

*Arthur Lewbel***EC 853 Industrial Organization I (Fall: 3)**

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition, and applications to trade theory.

*Hideo Konishi***EC 854 Industrial Organization II (Spring: 3)**

This course includes an economic analysis of antitrust and regulatory policies: a review of modern antitrust policy, including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, the empirical evidence regarding regulation-induced inefficiencies, and an investigation of the special problems of regulatory reform and deregulation in particular industries.

*Frank Gollop***EC 855 Industrial Organization III: Contract Theory (Fall: 3)**

EC 855 focuses on contract theory (i.e., the branch of microeconomic theory that deals with information asymmetries) and its applications to different topics in IO. Applications will include regulation, price discrimination, and the theory of the firm.

*Ingela Alger***EC 861 Monetary Economics I (Fall: 3)**

This course covers models of money demand, recent developments in the foundation of a role for monetary policy in affecting the real economy, and issues in the formulation and conduct of monetary policy for closed and open economies.

*Matteo Iacoviello***EC 862 Monetary Economics II (Spring: 3)**

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.

*Fabio Schiantarelli***EC 865 Public Sector Economics I (Spring: 3)**

This course covers most of the traditional topics in the subject: welfare economics, market failure and rationales for government intervention, the theory of tax policy and tax structure, the positive effects of taxation on labor supply, on intertemporal decisions, and on risk-taking tax incidence, taxation and growth, and normative, second-best tax, and public expenditure theory, including cost-benefit analysis and public enterprise pricing.

*Richard Tresch***EC 871 Theory of International Trade (Fall: 3)**

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.

*Istvan Konya***EC 873 Macro Policy in Closed and Open Economies (Spring: 3)**

This course focuses on issues in the conduct of macroeconomic policy in closed and open economies. Topics that are covered include: optimal monetary policy, interest rate rules, inflation targeting, interdependence between monetary and fiscal policy, pros and cons of different exchange rate regimes for industrial and emerging market economies, and international policy coordination.

*Fabio Ghironi***EC 875 Political Economy of Trade and Development (Spring: 3)**

This course will consider economy-wide models of endogenous growth, as well as the sector-specific issues that arise from missing markets and asymmetric information. The perspectives of neoclassical political economy will also be emphasized.

*Douglas Marcouiller, S.J.***EC 885 Analysis of Labor Markets (Fall: 3)**

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on labor supply, household production, marginal productivity, human capital, search discrimination, and dual labor market theories. Heavy emphasis will be placed on specification and estimation of empirical models.

*Peter Gottschalk***EC 886 Current Topics in Labor Economics (Spring: 3)**

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics, and intergenerational transfers. Both theoretical and empirical issues are investigated.

*Donald Cox***EC 888 Interim Study (Fall/Spring: 0)**

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations.

*Frank Gollop***EC 893 Urban Economics I (Spring: 3)**

This course covers basic urban economic theory-spatial economics, housing, transportation, and local public finance.

*Marvin Kraus***EC 900 Third Year Thesis Workshop (Fall/Spring: 1)**

Third-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both Fall and spring terms. Third-year students are required to present a thesis proposal during the spring term.

*Arthur Lewbel**Ingela Alger*

EC 901 Fourth Year Thesis Workshop (Fall/Spring: 2)

Fourth-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Fourth-year students are required to lead a seminar discussion of some aspect of their Ph.D. dissertation during each term.

Arthur Lewbel

Ingela Alger

EC 998 Doctoral Comprehensives (Fall/Spring: 0)

Required for Doctoral students who have completed all course requirements and are preparing for comprehensive examinations.

Frank Gollop

EC 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

Frank Gollop

English

Faculty

Leonard Casper, *Professor Emeritus*; B.A., M.A., Ph.D., University of Wisconsin

Albert Duhamel, *Professor Emeritus*; A.B., Holy Cross, A.M., Boston College, Ph.D., University of Wisconsin

Joseph A. Longo, *Professor Emeritus*; B.S., Ed.M., A.M., Rutgers University

John McAleer, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor Emerita*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

John Fitzgerald, *Associate Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

John F. McCarthy, *Associate Professor Emeritus*; B.A., Harvard University; M.A., Ph.D., Yale University

Daniel L. McCue, Jr., *Associate Professor Emeritus*; A.B., Boston College; M.A., Ph.D., Columbia University

John H. Randall, III, *Associate Professor Emeritus*; B.A., Columbia University; M.A., University of California at Berkeley; Ph.D., University of Minnesota

Joseph A. Appleyard, S.J., *Professor and Vice President*; A.B., Boston College; Ph.D., Harvard University

J. Robert Barth, S.J., *McIntyre Professor*; B.A., Ph.L., Bellarmine College; M.A., Fordham University; S.T.B., S.T.L., Woodstock College; Ph.D., Harvard University

Rosemarie Bodenheimer, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Mary Thomas Crane, *Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

Dayton W. Haskin, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Paul Lewis, *Professor*; Chairperson of the Department; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

John L. Mahoney, *Rattigan Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

Suzanne M. Matson, *Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

Frances L. Restuccia, *Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Alan Richardson, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Richard J. Schrader, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University

Judith Wilt, *Professor*; A.B., Duquesne University; Ph.D., Indiana University

Henry A. Blackwell, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

Amy Boesky, *Associate Professor*; B.A., Harvard College; Ph.D., Harvard University

Robert L. Chibka, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Paul C. Doherty, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Elizabeth Graver, *Associate Professor*; B.A., Wesleyan University; M.F.A., Washington University

Carol Hurd Green, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

Marjorie Howes, *Associate Professor*; B.A., University of Michigan; Ph.D., Princeton University

Robert Kern, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

Elizabeth Kowaleski-Wallace, *Associate Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

Paul Mariani, *Associate Professor*; B.A., Manhattan College; M.A., Colgate; Ph.D., CUNY

James Najarian, *Associate Professor*; B.A., M.A., M.Phil., Ph.D., Yale University

Philip T. O'Leary, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

Carlo Rotella, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University

Kalpna Seshandri-Crooks, *Associate Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

Robert Stanton, *Associate Professor*; B.A., M.A., Ph.D., University of Toronto

Laura Tanner, *Associate Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

Laurence Tobin, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

Andrew J. Von Hendy, *Associate Professor*; A.B., Niagara University; A.M., Ph.D., Cornell University

James D. Wallace, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

William T. Youngren, *Associate Professor*; A.B., Amherst College; A.M., Ph.D., Harvard University; Ph.D., Brandeis University

Rhonda Frederick, *Assistant Professor*; B.A., M.A., Ph.D., University of Pennsylvania

Paula Mathieu, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago

Kevin Ohi, *Assistant Professor*; B.A., Williams College; M.A., Ph.D., Cornell University

Andrew Sofer, *Assistant Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

Min Song, *Assistant Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

James Smith, *Assistant Professor*; B.A., M.A. University College, Dublin; Ph.D., Boston College

John Anderson, *Lecturer*; B.S., University of Colorado; M.A., Ph.D., Boston College

Ellen Donovan-Kranz, *Lecturer*; B.A., Boston College; M.A., Northeastern University; M.F. A., University of Massachusetts, Amherst

George O'Har, *Lecturer*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

Susan Roberts, *Lecturer*; B.A., St. Michael's College; M.A., Boston College

Bonnie K. Rudner, *Lecturer*; B.A., Rutgers University; M.A., Boston College

Departmental Notes

- Administrative Secretary: Melissa Cote, 617-552-3701, coteme@bc.edu
- Undergraduate Advisor: Treseanne Ainsworth, 617-552-8485, ainswor@bc.edu
- Department Secretaries: Jackie Skolnik, 617-552-3708, skolnik@bc.edu
Judith Plank, 617-552-8281, judith.plank@bc.edu
- World Wide Web:
http://www.bc.edu/bc_org/avp/cas/eng/english.html

Undergraduate Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral, and religious.

The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature, and they will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies.

Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—EN 010 First Year Writing Seminar, taught entirely by English Department faculty, and EN 080-084 Literature

Core, taught largely by English Department faculty. Students may not take courses through the Woods College of Advancing Studies for the purpose of fulfilling their English Core requirement.

EN 010 First Year Writing Seminar

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their work-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of nonfiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and the evolving drafts of class members.

EN 080-084 Literature Core

In this part of the Core program, students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Individual Core literature courses are designed with separate titles and reading lists in four major areas:

- EN 080 Literary Forms
- EN 081 Literary Themes
- EN 082 Literature and Society
- EN 083 Literature: Traditions and Counter-Traditions
- EN 084 Literatures of the World

In different ways these courses will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

Major Requirements

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two Core courses, students must take ten courses from the department's offerings. These must include the following required courses: EN 131 Studies in Poetry and then EN 133 Narrative and Interpretation. These courses are usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Also required are three other courses that must include:

- One course in pre-1700 British or American literature
- Two courses in pre-1900 British or American literature

These courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have many options from among the thirty or more electives the department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes.

Students are reminded that courses taken through the Woods College of Advancing Studies and/or over the summer cannot be counted toward the major.

By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the department will offer seminars to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

Individually Designed Major

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the Chairperson and the student's department advisor by the end of the first semester of junior year.

English Courses for Non-Majors

Though there is no English minor, students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish the skills of reading and writing.

American Studies Program

The minor is committed to interdisciplinarity, meaning that it requires one to think beyond assumptions of any single department. The over-arching subjects an American Studies minor investigates are race, class, ethnicity, and gender. But within these broadly defined categories, minors are exposed to a number of more explicit, and contentious, debates within the field of American Studies. By the end of the six-course sequence, minors can expect to have a working knowledge of these topics, and their significance to an understanding of American culture. Minors can elect to enroll in a special concentration in Asian American Studies. This concentration requires minors to take the requisite course in the minor, as well as five other pre-defined courses that specifically address Asian American identity, culture, history, gender, and literary production within a larger discussion on race. Students interested in the American Studies program should contact Professor Carlo Rotella.

Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

For Irish Studies minors, the Irish Studies Program offers first-semester senior year courses at University College Cork and University College Galway. The program at University College Cork provides extensive exposure in areas of Irish culture not ordinarily available in the United States, such as archeology, ethnography, folklore, and anthropology. The program at University College Galway offers intensive study in the Irish language for students who have had experience with the language. Interested students should apply to the Center for International Partnerships and Programs or see Professor O'Neill of the History Department.

Women's Studies

Please contact Professor Judith Wilt in the English Department.

Creative Writing Concentration

The English Department offers a Creative Writing concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses. The creative writing concentrator undertakes a twelve-course English major instead of the usual ten courses. Three of these courses must be writing workshops in any genre, selected with the help of the student's concentration advisor. Applicants must have received a grade of B+ or better in the First Year Writing Seminar or have placed out of it. They must submit an eight-page creative writing manuscript in order to be considered. Applications, due at the end of the fall semester sophomore year, are available in the English office. Interested sophomores are strongly encouraged to register for fall sections of Introduction to Creative Writing or Writing Workshop: Creative Nonfiction to help generate a stronger writing sample for the application. Some seats in these courses will be held for prospective concentrators.

Secondary Education Majors and Minor

English majors who are also completing Lynch School of Education majors must fulfill more specific major requirements to demonstrate a broad range of knowledge within the discipline. In addition to the First Year Writing Seminar, the Literature Core, Studies in Poetry, and Narrative and Interpretation, these students must fulfill the following requirements:

- One Pre-1700 course
- One Pre-1900 course
- One course on Anglophone or Ethnic American Authors
- One course on Women Authors
- One course on the History of Language/Grammar/Linguistics
- One course in Adolescent and Young Adult Literature
- Two English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II, and III) to fulfill some requirements.

Students with questions about the EN/LSOE requirements should contact Treseanne Ainsworth.

Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

The department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing to study abroad should complete (at minimum) the required Studies in Poetry and Narrative and Interpretation. Because each student's background varies, students are advised on an individual basis. Two courses per semester from an English speaking country and one course per semester from a non-English speaking country may be counted for major credit. These courses may be historical requirements or as major electives.

Journalism and communications courses are not considered English electives unless they are taught within an English department. Students in the Creative Writing concentration are strongly discouraged from studying abroad for a full year.

Students may study abroad for either or both semesters, but must contact Treseanne Ainsworth, Assistant to the Chairperson, Carney 444, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Mansfield and Manchester Colleges, Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary & Westfield (QMW), University of London, Advanced Studies in English, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, NUI Galway, University of Paris.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis. Students who are contemplating a senior thesis are encouraged to take one of the department's seminars during their junior year. A description of this program is available in the department office.

Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

Graduate Program Description

Master of Arts Program

The Master of Arts in English degree is intended for students who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, and for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least thirty hours of graduate credit. Three of these course credits must be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the department's regular offerings; and three must be in the Introduction to Advanced Research course (or its equivalent). Students may devote up to six of the required thirty (30) credits to independent work under the supervision of department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations: a language and a literary studies examination. The first will demonstrate reading knowledge of a foreign language. The second will gauge the student's mastery of three different skills or practices integral to advanced literary studies: the ability to analyze in detail a short poem or prose passage; the ability to place a number of passages in their proper literary-historical context based on their form, style, and content; and the ability to reflect on the theoretical, methodological, or interpretive issues involved in reading and criticism. The examinations are offered yearly in December and May.

The language exam may be taken at any time during the course of a student's program; the literary studies exam is ordinarily taken after all courses have been completed or are in the process of completion. Students should consult with the Program Director and with other faculty to plan an appropriate course of studies in anticipation of the examination. The language exam may be taken in a

wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or above (taken within three years of the application for waiver or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of Arts and Sciences at Boston College.

Master of Arts Concentration in Irish Literature and Culture

Boston College offers a Master of Arts degree with a concentration in Irish literature and culture under the auspices of the English Department. Candidates seeking the degree will be expected to complete within two years requirements in courses granting thirty hours of graduate credit, at least 12 of which must be in Anglo-Irish literature. In addition, unless proficiency is demonstrated in a written examination, all candidates will be required to complete 12 credits of course work in the Irish language as a step toward achieving reading ability in modern Irish. Remaining credits may be taken in Irish Studies courses offered by other University departments, such as History, where there is already a graduate program in Irish History, Music, Fine Arts, and Slavic (where Old Irish is taught). At the end of the course of study, students will take an oral examination, focusing on a specific period, genre, or theme chosen by themselves after consultation with members of the Irish Studies faculty.

English faculty offering graduate courses in Irish Studies include Professors Philip O'Leary, James Smith, and Marjorie Howes. In addition, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program.

Information concerning the program can be obtained by writing to the Program Director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02467.

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree is administered through the Lynch School of Education in cooperation with the Department of English. It requires admission to both the Lynch School of Education and to the Department of English. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to Master's Programs in Secondary Teaching in the Lynch School of Education or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

Program in Linguistics

In the Department of Slavic and Eastern Languages, the Program in Linguistics offers courses for graduate students in English who want to study English from a linguistic perspective, or to examine the nature of language generally.

Doctor of Philosophy Program

Usually, no more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for five years as long as the student is making satisfactory progress toward completion of requirements for the degree.

Course Requirements

Four doctoral seminars to be taken in consecutive semesters over the first two years of the program. The remainder of the student's program may include other graduate courses in the English Department or related disciplines, small reading groups, or individual tutorials shaped around the candidate's preparation for examinations. Most students will have taken eight to ten courses by the end of the second year. An informal pedagogy colloquium accompanies student teaching, and an advanced research colloquium is taken in the third or fourth year.

Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English.

Examinations

Beginning with the class entering in the fall of 2004,* each student will direct a course of study toward completion of three examinations: a minor field exam (by the end of the second year); a major field exam; and, finally, a dissertation field exam.

A minor field examination normally runs one and one-half hours. Students are encouraged to design minor examinations that approach the material with a particular pedagogical or scholarly end in view. Minor exams may focus on an author, historical period, theoretical field, or genre.

A major examination is broader in scope, and consists of a two-hour oral examination usually on a period or genre.

A dissertation field exam, also two hours long, explores a topical area in which the dissertation is likely to take place.

All examinations are graded according to the University scale for graduate examinations. The Chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the departmental records. Other members of the board may also submit individual reports.

*Candidates entering the program in the fall of 2003 may elect to work within the current examination structure, which consists of four oral exams—three minor exams and one major field exam—or to follow the examination structure outlined above.

Prospectus and Dissertation

After completing the dissertation field exam, the student will write a prospectus in consultation with his or her Dissertation Director describing the thesis topic and including a working bibliography. This prospectus will be then submitted to two additional faculty members who will also approve the dissertation. All dissertation boards will have at least three faculty readers. Submission of the dissertation will culminate in an oral defense.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. This information can be obtained from the English Department office or from the Graduate Arts and Sciences Dean's office.

Teaching

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences. In the second year, students will spend one semester assisting in a course taught by a faculty member. In the third and fourth years, students teach four independently taught courses: at least one semester of first year English, a course in the student's major field or subject area, and two more courses selected to provide the best range of teaching experience for each individual student. Faculty mentoring is a part of every phase of this program.

Graduate Colloquium

A student committee organizes and schedules graduate colloquia, at which faculty members, outside speakers, or doctoral students lead discussions on literary topics. Graduate students and faculty are invited.

Good Standing

Candidates for the degree are expected to remain in good standing in accordance with department guidelines set out for the timely completion of the degree. Continued financial support and participation in the program depends on maintaining good standing.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

EN 010 First Year Writing Seminar (Fall: 3)

A 15-student course designed to engage students with writing as a source of learning and a form of communication.

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.

The Department

EN 080 Literary Forms (Fall/Spring: 3)

Satisfies Literature Core Requirement

Courses listed under this title are meant to increase awareness of form and genre as significant factors in the experience of reading literature. They address formal genres like the novel, lyric poetry, and drama, or multi-genre forms like tragedy, comedy, romance, or other ideas of "form." They include examples of forms from different literary periods to study their variety and development.

The Department

EN 081 Literary Themes (Fall/Spring: 3)

Satisfies Literature Core Requirement

These courses follow a particular "theme" through several genres and historical periods or cultures, focusing especially on elements in the theme which persist and seem to address what is enduring in human experience, but addressing also elements of the theme which change with the literary genre or the historical period and culture.

The Department

EN 082 Literature and Society (Fall/Spring: 3)

Satisfies Literature Core Requirement

Courses listed under this title treat literature as an integral part of a larger cultural experience. They examine the relationship between literary works and specific social issues as the relationship develops in particular cultures across time. These courses may use

several kinds of cultural and historical documents both to link literature to culture and to raise the question of how and whether to distinguish some of them as “literature.”

The Department

EN 083 Literature: Traditions and Countertraditions (Fall/Spring: 3)

These courses put two “traditions” of literature in English into dialogue with one another. They attempt to define the concept of a literary tradition, and to explore the ways it may develop in relation, opposition, or parallel with other traditions. Most courses will treat traditions built around national and/or ethnic experience, but traditions and counter-traditions built around gender, religion, or class are also possible.

The Department

EN 084 Literatures of the World (Fall/Spring: 3)

Cross Listed with CL 084/GM 084/RL 084

These courses introduce students to literatures around the globe. Within this context, a variety of explorations based on thematic, formal, social and philosophical questions will emerge. A given course may focus on classical epic and lyric poetry, modern European drama, literature of exploration, confrontation of the self and other, and so on. All these courses will help students discover and assess the shape of their own language and thought by exploring literatures of other places and time.

The Department

EN 093 Introduction to Modern Irish I (Fall: 3)

This course continues in second semester as SL 028/EN 094.

This is course for beginners in standard modern Irish, with attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.

Philip T. O'Leary

EN 094 Introduction to Modern Irish II (Spring: 3)

Prerequisite: EN 093/SL 027 Introduction to Modern Irish I or equivalent

This is a continuation of a course for beginners in standard modern Irish that pays attention attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.

Philip T. O'Leary

EN 097 Continuing Modern Irish I (Fall: 3)

This is a continuing course in modern Irish for those with a basic knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in all genres.

The Department

EN 098 Continuing Modern Irish II (Spring: 3)

A course in the reading of literary texts of all genres in modern Irish.

Philip O'Leary

EN 100 Advanced Readings in Modern Irish (Fall/Spring: 3)

Philip O'Leary

EN 101 Celtic Heroic Age (Fall: 3)

A survey of the medieval heroic literature of Ireland and Wales. Emphasis will be on the prose tales of the Irish Ulster and Fenian Cycles and of the Welsh Mabinogi and related tales, but the Welsh heroic poetry of Aneirin and Taliesin will also be read. While the primary focus of the course will be literary, there will be discussion of mythological survivals in the literature as well as of relevant historical and anthropological aspects of Celtic society. All texts will be read in translation.

Philip O'Leary

EN 110 Classical and Biblical Backgrounds of English Literature (Spring: 3)

The goals for this course include: (1) exposure to a broad range of Greek, Latin, and Hebrew literature in translation (myths, histories, authors, characters, plots, themes); (2) attentiveness to what is at stake, theoretically and practically, in translation; and (3) the development of comparatist practices of reading that respect cultural differences. Emphasis on the Homeric epics, Greek tragedies, the more conspicuously poetical parts of the Hebrew Bible, and the metamorphoses of the Greek and Hebrew traditions in the Roman world during the transition to the Common Era.

Dayton Haskin

EN 118 Essentials of English Composition (for Foreign Students) (Fall: 3)

Cross listed with SL 118

Exclusively for students whose native language is not English.

Enrollment by placement test only.

See course description in the Slavic and Eastern Languages Department.

The Department

EN 119 The Craft of Writing (for Foreign Students) (Fall/Spring: 3)

Cross listed with SL 119

Satisfies Writing Core Requirement

Exclusively for students whose native language is not English.

Enrollment by placement test only

See course description in the Slavic and Eastern Languages Department.

Susan McEwen

EN 120 The Study of Literature (for Foreign Students) (Spring: 3)

Cross listed with SL 120

Satisfies Literature Core Requirement

Exclusively for students whose native language is not English.

Enrollment by placement test only.

See course description in the Slavic and Eastern Languages Department.

Susan McEwen

Margaret Thomas

EN 122 Language in Society (Fall: 3)

Cross Listed with SL 362 and SC 362

See course description in the Slavic and Eastern Languages Department.

Margaret Thomas

EN 125 Introduction to Feminisms (Spring: 3)

Cross listed with HS 148/PS 125/SC 225

See course description in the Sociology Department.

The Department

EN 131 Studies in Poetry (Fall/Spring: 3)

The goals of the course are: close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and writing lucid interpretative papers.

The Department

EN 133 Narrative and Interpretation (Fall/Spring: 3)

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms, the narrative genres, conventions, and discourses, the construction of

character and the ways of representing consciousness, and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.

The Department

EN 141-142-143 American Literary History I, II, and III (Fall/Spring: 3)

Students need not take these courses in chronological order.

Satisfies the pre-1900 requirement

American Literary History I, II, and III follow the development of American literature from 1620 to the present. American Literary History I deals with American literature up to 1865; American Literary History II with American literature from 1865 to 1914; American Literary History III with American literature from 1914 to the present.

Richard Schrader

Min Song

James Wallace

Christopher Wilson

EN 170 Introduction to British Literature and Culture I (Fall: 3)
Fulfills the pre-1700 requirement

This course, along with Introduction to British Literature and Culture II, given the following semester, will offer an historical survey of British literature from Beowulf to the present. This first part will cover the Middle Ages, Renaissance, Restoration, and earlier eighteenth-century literature, offering a basic map of British literature and culture as they developed during these periods and introducing the major authors, cultural themes, as well as lesser known authors and historical background.

Mary Crane

EN 171 Introduction to British Literature and Culture II (Spring: 3)

Fulfills the pre-1900 requirement

British literature and culture since 1700 is an astonishingly rich mix of the familiar, the unfamiliar, and the bizarre. This survey course will trace some of the economic, philosophical, scientific, and religious history that helped to shape the literature of the period. As the course begins, Britain is just on the verge of unprecedented industrial, economic, and political growth; when we arrive at last at the present day, we find Britain as a power much reduced—but English language and literature more dominant than ever.

John Anderson

EN 181 Irish Literature Survey—Twentieth Century (Spring: 3)

This course introduces students to twentieth-century Ireland's literature and culture. Early in the semester we will read key literary figures, including Yeats, Synge, and Joyce. Students then turn their attention to post-Revival authors, including Kavanagh, O'Flaherty, Heaney, and NíDhomhnaill. The class discusses significant social, political and cultural developments, e.g., cultural nationalism and the formation of identity, the importance of the Gaelic language and problems with translation, women's role in post-independent Ireland, and Northern Ireland and the peace process.

James Smith

EN 199 Introduction to Caribbean Writers (Spring: 3)

Our work for this course is to compare and contrast versions of the region by examining colonial histories and current literary traditions. We will pay particular attention to the ways oppositional cultures and identities manifest in Caribbean literature. Themes of this course include: colonialism, History/histories, gender, geography/nation, sexuality, class, and culture. Varied texts and media will assist in our interpretations of the Caribbean and its diaspora.

Rhonda Frederick

EN 205 Native American Narratives (Spring: 3)

This first part of the course will be focused initially on the mythologies of certain Amazonian societies and then, in a gradual move northward, on the more sophisticated cultures of the Incas, Mayans and Aztecs, especially on the Mayan epic, the Popul Vuh. The second part of the course, devoted to twentieth century narrative, will commence with either Miguel Asturias's *Men of Maize*, the finest fictional evocation of Mayan sensibility or with Rosario Castellano's *The Book of Lamentation*, a novel about the Mayans of Chaipas. We'll proceed from there by way of Nick Black Elk's great spiritual autobiography *Black Elk Speaks*, to a duo of contemporary novels, Scott Momaday's *House Made Of Dawn*, and Leslie Silko's *Ceremony* and conclude with Louise Erdrich's collection of related stories, *Love Medicine*.

Andrew Von Hendy

EN 245 Shakespeare On the Stage (Fall/Biennially: 3)

Cross Listed with CT 361

See course description in the Theater Department.

Stuart J. Hecht

EN 220 Classical Mythology (Fall: 3)

Cross listed with CL 230

See course description in the Classical Studies Department.

Christopher McDonough

EN 221 Introduction to Creative Writing (Fall/Spring: 3)

An introductory course in which students will write both poetry and short fiction, and read published examples of each. We will experiment with the formal possibilities of the two genres and look at what links and separates them. The course is workshop-based, with an emphasis on steady production and revision. Through exercises and/or open and directed writing assignments, students will produce a portfolio of short fiction and poetry.

The Department

EN 228 Twentieth Century Russian Literature (in translation) (Fall: 3)

Cross listed with SL 223

Conducted entirely in English

All readings are in English

Offered Biennially

See course description in the Slavic and Eastern Languages Department.

Maxim D. Shrayar

Cynthia Simmons

EN 236 Nature in American Culture (Fall: 3)

Cross Listed with BI 161

See course description in the Biology Department.

Charles Lord

Max Kennedy

EN 237 Studies in Children's Literature: Disney and the Wondertale (Fall: 3)

Cross listed with ED 140

Disney films have remained outside the critical landscape because they have been considered either beneath artistic attention, or beyond reproach. The goal of this course will be to explore the issues presented in such Disney films as *The Lion King*, *Aladdin*, *Prince of Egypt*, and *Pocahontas*. To do this, we will read source material (*The Arabian Nights*, *Hamlet*, tales about Pocahontas, Bible stories about Moses, Exodus, etc.) and secondary studies.

Bonnie Rudner

EN 241 Playwriting (Fall: 3)**Cross Listed with CT285****Department permission required**

See course description in the Theater Department.

*Scott Cummings***EN 246 Introduction to Asian American Literature (Fall: 3)**

This course defines the term Asian American broadly and will discuss at length why this term has been adopted by so many different peoples. This course also seeks to foreground the literary, as well as historical, aspects of these works by focusing on four major literary forms: memoir, short fiction, the novel, and documentaries (we don't discuss poetry, drama, or feature films for reasons of time).

*Min Song***EN 249 Contemporary Theatre and Drama (Spring: 3)****Cross Listed with CT 368**

See course description in the Theater Department.

*Scott T. Cummings***EN 252 Exile and Literature (Fall: 3)****Cross listed with SL 286****All classes and readings are in English.**

See course description in the Slavic and Eastern Languages Department.

*Maxim D. Shrayer***EN 260 Nineteenth Century Irish Literature (Fall: 3)**

This course will survey nineteenth century Irish literature written in English, including fiction, poetry, and drama, and will introduce students to the various histories—literary, social, and political, Irish, English, Continental, and American—that shaped that literature. Topics to be addressed include: Anglo-Irish fiction, Irish Romanticism, anthropological and folkloric writing, the Irish Gothic tradition, literary representations of the Great Famine, popular drama, and the beginnings of the Irish Literary Revival.

*Marjorie Howes***EN 262 Comparative Constructions of Race (Spring: 3)**

This course examines the way Asian American, African American, and Latino/a writers have imagined each other in literature, finding in each other signs of solidarity, inspiration, and also conflict.

*Min Song***EN 270 Reading and Teaching Young Adult and Adolescent Literature (Fall/Spring: 3)**

An introduction to the interpretation and teaching of fiction for young adults. After considering the emergence of the young adult market, we will explore four major categories of fiction written for young adults: realism, fantasy, historical fiction, and nature writing. Selected readings will include works regularly taught in the high school classroom.

*Amy Boesky**Bonnie Rudner***EN 279 Henry James (Spring: 3)**

A writer of exquisite indirection and redoubtable subtlety, Henry James presents unique challenges and pleasures that make him a formidable yet peculiarly inassimilable presence in the traditions he inherits, transforms, or engages. He asks us to form new modes of reading, thwarting the tools we often use to make texts intelligible. In the semester's overview, we will immerse ourselves in close readings of his novels, tales, and theoretical and critical writing. Sometimes ravishing and always rewarding, James' writing is therefore also very difficult, and reading assignments will be dense and long.

*Kevin Ohi***EN 301 Literary Artists and the Reform of the Church (Fall: 3)**

This course offers opportunities to explore the current crisis in the Catholic church against the backdrop of other times of crisis and opportunity: the emergence in the nineteenth century of the university and the press as rivals to the church for cultural authority, and the development of Protestant dissent and devotion in the English Reformation. Writers likely to be featured include Toni Morrison, Flannery O'Connor, David Lodge, Browning, Hopkins, Shakespeare, Donne, and George Herbert.

*Dayton Haskin***EN 303 Tolstoy and Dostoevsky (Fall: 3)****Cross listed with SL 205****All readings in English translation****Conducted entirely in English.****For a Russian-language version of this course see SL 308.**

See course description in the Slavic and Eastern Languages Department.

*Maxim D. Shrayer**Cynthia Simmons***EN 304 King Arthur in German Literature (Spring: 3)****Cross listed with GM 240**

See course description in the German Studies Department.

*Michael Resler***EN 309 James Joyce (Fall: 3)**

This course will be dedicated to an extended exploration of James Joyce's *Ulysses*, a novel that has often been called the most important literary work of the twentieth century. We will supplement this reading by investigating a series of related subjects: literary and cultural sources, historical contexts, publication and reception history, Joyce in popular culture, Joyce studies and the web, and current debates in Joyce scholarship.

*Marjorie Howes***EN 310 Shakespeare (Fall/Spring: 3)****Fulfills the pre-1700 requirement.**

An introduction, placing Shakespeare's drama in the historical and theatrical contexts of his time. Topics will include Elizabethan playhouses and companies; stage conventions such as blank verse, doubling, and cross-dressing; and the textual and performance histories of the plays. Our plays will most likely include *Titus Andronicus*, *Richard II*, *Henry IV Part One*, *A Midsummer Night's Dream*, *Hamlet*, *Othello*, *Measure for Measure*, and *The Tempest*. Since one learns much about Shakespeare on one's feet, students will be asked to collaborate on short scenes.

*Andrew Sofer**Paul Doherty***EN 313 Rags and Riches: Poverty and Wealth in Eighteenth-Century England (Fall: 3)****Fulfills the pre-1900 requirement.**

This course examines the representation of poverty and wealth in eighteenth-century England. Using poetry, prose, drama, fiction, and visual arts as our texts, we will ask how the century generated stories and theories to account for economic disparities in society. Among other questions, we will ask how the period understood such phenomena as upward and downward mobility. How did emerging economic theory alter existing attitudes about social relations? What can these eighteenth century texts tell us about our own attitudes towards poverty and wealth? Authors include Bernard Mandeville, Daniel Defoe, Hogarth, John Gay, George Lillo, Tobias Smollett, Equiano, and William Blake.

Elizabeth Kowaleski Wallace

EN 318 Nineteenth-Century American Poetry (Spring: 3)

Fulfills the pre-1900 requirement

A study of the four major canonical figures of nineteenth century American poetry—Emerson, Poe, Whitman, and Dickinson—with briefer consideration of such “fireside” poets as Bryant, Longfellow, and Whittier, and some of the popular women poets, especially Lydia Sigourney.

Robert Kern

EN 319 Literature and Technology (Spring: 3)

This course seeks to define the region where a material mode of expression, technology, intersects with that of its imaginative cousins: literature, art, philosophy and history. The purpose of the course is to chart the evolution of the connection between technology and the fine arts by examining a series of multi-disciplinary representations, among them the painting and photography of Charles Sheeler (and other precisionists), films by Chaplin, Ford, Wyler and Cimino, non-fiction writings of Thoreau, Hamilton, Coxe, Jefferson, Henry Adams, Lewis Mumford, Walter Benjamin and Leo Marx, as well as fiction by Melville, Hawthorne, Faulkner, Fitzgerald, O’Neill, Forster, Pynchon and DeLillo.

George O’Har

EN 320 Indian Fiction and Film (Fall: 3)

This course introduces students to Indian writing in English, which emerges from the vibrant popular and high cultures of India and a consciousness about English literature. We’ll set these texts in relation to the longer, more enduring vernacular literary traditions in India and the canon of English literature to see how English functions as a national language and an avenue to international markets and audiences. We’ll familiarize ourselves with the local culture including: myth and folklore, Hindi popular cinema, art cinema, religious traditions and the media, English departments in India, and the influence of western popular culture and TV.

Kalpana Seshadri-Crooks

EN 322 Modern Arthurian Literature (Spring: 3)

This course will survey a number of modern works connected with the “matter of Britain,” the stories of King Arthur and his knights. The reading includes Malory’s *Morte d’Arthur*, Tennyson’s *Idylls of the King*, Twain’s *Connecticut Yankee in King Arthur’s Court*, E. A. Robinson’s *Merlin*, T. H. White’s *Once and Future King*, Charles Williams’ *War in Heaven*, Mary Stewart’s *Crystal Cave*, C. J. Cherryh’s *Port Eternity*, and some other shorter fiction and poetry.

Richard Schrader

EN 324 Contemporary International Novels (Fall: 3)

This course will include novels from the contemporary world by authors such as Duras, Marquez, Kundera, Sebald, Coetzee, Roy, Ishiguro, Cha, and Rushdie. Our discussions will take place under the rubrics of post-colonialism, postmodernism, psychoanalysis, and globalization. Each novel will be paired loosely with a theoretical text: for example, Sebald’s *Austerlitz* with Barthes’s *Camera Lucida*, Ishiguro’s *The Remains of the Day* with chapters from Lacan’s *Encore*, the post-colonial novels with essays from Bhabha’s *The Location of Culture*, Cha’s *Dictee* (and others) with Kristeva’s *Black Sun*.

Frances Restuccia

EN 330 Sixteenth and Seventeenth Century Poetry (Spring: 3)

This course will concentrate on developments in erotic and in religious poetry, the emergence of satire, and the transition from manuscript culture to print publication. Writers likely to be featured prominently include Sidney, Shakespeare, Spenser, Ben Jonson, Mary Herbert, Countess of Pembroke, Donne, Herbert, Vaughan, Marvell, and the young Milton.

Dayton Haskin

EN 333 British Modernism (Spring: 3)

This course explores the dramatic transformations in literary practice, intellectual history, and social life that produced Modernism. We will examine several different kinds of literary modernism, focusing on those produced in Great Britain. Topics to be covered include: Modernism’s origins in late nineteenth century traditions like Decadence and Naturalism, Modernist literature and popular culture, Modernism’s formal innovations, literature and the visual arts, Modernism’s engagement with aspects of modernity like urban life, alienation, and the decline of religious and philosophical certainties, Modernism’s response to globalization, World War I, and the British empire, Modernism’s representations of gender and sexuality.

Marjorie Howes

EN 341 Fictions of Empire (Fall: 3)

A study of novels about British colonialism in India and Africa, ranging from 1890 to 1980. We will investigate the ways certain story patterns developed as ways of framing and containing cultural conflict between races and within individuals living in colonial contexts. Readings will include novels and stories by Rudyard Kipling, Joseph Conrad, Ngugi Wa Thiong’o, Chinua Achebe, E.M. Forster, George Orwell, Doris Lessing, Buchi Emecheta, and Nadine Gordimer, among others.

Rosemarie Bodenheimer

EN 345 The World War I Novel (Spring: 3)

Novelistic representations of the Great War, such as Remarque’s *All Quiet On The Western Front*, deliver to us the bleak horrors of trench warfare. Yet World War I novels testify to much else besides profound sufferings at the front, literary responses to the conflict also document strained and shifting relations between women, men, nations, and cultures of the modernist period. Texts may include Woolf’s *Jacob’s Room*, Hemingway’s *A Farewell To Arms*, Wharton’s *A Son At The Front*, and MacLennan’s *Barometer Rising*.

Trevor Dodman

EN 352 Women In/And Avant-Garde (Fall: 3)

The literary and visual avant-gardes are often perceived as a predominantly white male domain, its female practitioners reduced to companion or Muse, or socially marginalized by race, sexual orientation or madness. In this course we will examine the construction of the concept “woman” by male avant-garde artists and writers in (Dada, Surrealism, Futurism), but our main focus will be on a selection of avant-garde works by women in poetry, prose narrative, critical manifesto, and the visual arts.

Robin Lydenberg

EN 357 The Romantic Imagination (Spring: 3)

This course will investigate the various forms of the Romantic imagination as the primary force disclosing individual ontological attunements and defining Romantic aesthetics (as creative center and energy, as well as receptive and judging faculty). We will explore various imaginative orientations: William Wordsworth (as inheritor of eighteenth century currents and as an original innovator); Samuel Taylor Coleridge (the “high priest” of the imagination); William Blake (the apocalyptic imagination); Felicia Hemans and Laetitia Elizabeth Landon (the feminine imagination); William Hazlitt (the sympathetic imagination); Percy Bysshe Shelley and Lord Byron (the Promethean imagination); and John Keats (the questioning imagination).

Thomas Simons

EN 361 Crime Stories (Fall: 3)

This course will attempt to bring together insights from narrative theory, the contemporary sociology of crime, and the history of American journalism in order to explore how literary and mass cultural stories have shaped modern readers’ cultural understandings of

class, race, ethnicity and urban social disorder. In essence, the course will ask students to explore the narrative forms—within literature, popular culture, and modern media—conventionally used to represent the most senseless of violations of a community's fabric.

Christopher Wilson

EN 364 Nineteenth Century British Fiction (Spring: 3)
Fulfills the pre-1900 requirement.

A study of major novels chosen from the works of Jane Austen, Charlotte Brontë, Charles Dickens, George Eliot, George Gissing and Thomas Hardy. The course will emphasize active class discussion of narrators and fictional structures, and of the ways novelists imagine and critique class and gender relations in changing historical contexts throughout the nineteenth century.

Rosemarie Bodenheimer

EN 373 The Self-Conscious Novel (Spring: 3)
Margarit Tadevosyan

EN 374 Medieval Arthurian Literature (Spring: 3)

Myth, legend, and history conspired to make the most popular and enduring set of characters in all of medieval literature. The stories of Arthur and Guinevere, the sorcerer Merlin, the lustful Uther Pendragon, Sir Gawain, Sir Lancelot, Sir Perceval, and the Knights of the Round Table exerted a fascination that has outlived most other popular literature from the Middle Ages. Texts and authors will include *Mabinogi*, *Culhwch*, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, *Prose Vulgate*, *Alliterative and Stanzaic Mortes d'Arthur*, *Sir Gawain and the Green Knight*, Malory's *Morte d'Arthur*.

Robert Stanton

EN 400 Colonial American Literature and Culture (Spring: 3)

This course examines literary and cultural forms of the Anglo-American settlements before the American Revolution, especially the distinctive contributions of Puritan culture to the creation of an "American self" and a sense of national identity. Puritan histories, biographies, poetry, and sermons make up much of the reading; we will also study daily life at Plimouth Plantation, Ann Hutchinson's heresy, the Maypole at Merry Mount, King Philip's War and Indian captivities, witchcraft scares and the Salem trials, and the religious revival of the eighteenth century.

James Wallace

EN 402 Film and Film Theory (Spring: 3)
 See course description under EN 725.

Frances Restuccia

EN 403 Faulkner, O'Connor, Percy, and Wright (Spring: 3)

Not long ago a student said: "there are no such things as values. People just do whatever they have to do." This course would like to get an idea of how true the statement is by studying the establishment and transformation of old fashioned concepts such as "character," "virtue," and "integrity" in selected works of Southern Writers. Texts include: Faulkner, *Light in August* and *Go Down Moses*; Flannery O'Connor, *Complete Short Stories*; Walker Percy, *The Moviegoer* and *The Last Gentleman*; Richard Wright, *Native Son* and *Uncle Tom's Children*.

Henry A. Blackwell

EN 404 Literary Boston (Fall: 3)

"Boston," said Van Wyck Brooks, "has contributed more to world culture than some empires." The cultural ascendancy of Boston studied in the works of Emerson, Thoreau, James, Marquand, O'Connor, Howells, the Lowells, Beston, Langton, and Lehane.

John McAleer

EN 408 Islamic Women's Writing (Spring: 3)

Can a woman be a practicing Muslim and a feminist? Is there a literary tradition of women's writing in Islamic cultures? How do Muslim women imagine change in their societies? How do they represent their problems, concerns, and aspirations? What can women in the West learn from these women's struggles? How does the contemporary war waged by the United States against terrorism impact women? We will examine these and other questions in this course by analyzing the novels, poems, and prose pieces written by women in the Middle East, North Africa and South Asia.

Kalpana Seshadri-Crooks

EN 410 American Fiction to 1860 (Spring: 3)

The origin and development of the American tradition in the novel, from its local beginnings in sentimental fiction to its international triumph. We will read novels by such authors as Charles Brockden Brown, Lydia Maria Child, James Fenimore Cooper, William Wells Brown, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe and Henry James. The contributions of such subgenres as the epistolary novel, bildungsroman, the historical novel, Gothic romance, and woman's fiction will be considered. The aim of the course is to understand the work American novels have done in the development of American political and cultural life.

Paul Lewis

EN 411 American Fiction 1860-1914 (Fall: 3)

This course surveys the development of the American novel from the post-Civil War period of Realism through Naturalism to early Modernism. Emphasis is on the response of writers to historical and social conditions such as modern mechanized war, urbanization, feminism, Social Darwinism, Communism, and the creation of the modern sensibility. Authors include James, Twain, Dreiser, Norris, Wharton, James Weldon Johnson, Hemingway and Faulkner.

James Wallace

EN 412 Writing Workshop: Creative Nonfiction (Fall/Spring: 3)

Over the past few decades, the best nonfiction being written has expanded to include not only such traditional forms as argument and exposition but also the mixed modes of creative nonfiction. As an intermediate-level course, we will build on the work of the First-Year Writing Seminar and hone the skills needed in advanced writing electives. Students in this course choose their own topics and explore the range of possibilities now available to the nonfiction writer.

The Department

EN 418 Introduction to African-American Literature (Fall: 3)
Cross listed with BK 106

See course description in the Black Studies Department.

Joyce H. Scott

EN 422 Self and the City: A Personal Response (Spring: 3)
Prerequisite: Philosophy Core fulfilled

Cross Listed with PL 222

See course description in the Philosophy Department.

Kathleen Hirsch

EN 431 Contemporary American Poetry (Fall: 3)

Readings in recent American poetry (1980 and after) with attention to the diversity of formal method, style, theme, and theoretical framing which characterizes contemporary poetry. We will read from Komunyakaa, Merwin, Olds, Collins, Simic, Glück, Dove, and others.

Suzanne Matson

EN 438 Writing America(s) (Fall: 3)

The first objective of the course is to identify critical trends as addressed by ethnically diverse American writers. The second objective complicates the very trends that we previously identify by chal-

lenging realist and modernist theoretical objectives. Required readings may include works by Gloria Anzaldua, Michelle Cliff, Louise Erdrich, Jamaica Kincaid, Herman Melville, Toni Morrison, Luis Rodriguez, Leslie Marmon Silko, Gertrude Stein, and Richard Wright.

Rhonda Frederick

EN 460 American Short Story (Fall: 3)

The texts are *The Best American Short Stories*, 2002 (ed. Sue Miller), *Stories of John Cheever*, *Friend of My Youth* (Alice Munro), *Collected Stories* (Raymond Carver), *A Good Man is Hard to Find* (Flannery O'Connor), and *Selected Stories* (Andre Dubus). The initial method of criticism will be rhetorical. This will be the starting question. What special uses of language are employed in this story to present character and emotion?

Paul Doherty

EN 463 Religious Dimensions of the Modern Novel (Spring: 3)

This course will study novelists writing from different religious and national traditions: American Protestantism (Faulkner), Continental Judaism (Kafka), English Roman Catholicism (Greene), and Russian Orthodoxy (Dostoevsky). It will consider how the nature of an artist's work is influenced by his or her religious background, with some attention to the issue of the relationship between the religious imagination and the artistic imagination.

J. Robert Barth, S.J.

EN 474 Black Women Writers (Spring: 3)

Cross listed with BK 216

See course description in the Black Studies Department.

Joyce H. Scott

EN 478 Poe and the Gothic (Fall: 3)

Fulfills the pre-1900 requirement.

Working with Poe as a central figure, this course examines the development of English and American Gothic fiction from *The Castle of Otranto*, "The Yellow Wallpaper" and beyond. In addition to Poe, we will read representative work by some of the following writers: Horace Walpole, Matthew Lewis, C. B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H.P. Lovecraft, Stephen King, and Anne Rice.

Paul Lewis

EN 480 Convents, Covens, and Crusaders: Reading Groups of Women (Fall: 3)

From the legendary Amazons to the witches of *Macbeth*, groups of women raise particular issues and can pose unique problems to mainstream cultural beliefs. At their worst, these groups cast spells, kill men, and spread drunken gossip; at their best, they instruct and heal, bless and create. In this class, we will read a variety of literary and non-literary texts from the medieval and early modern periods, asking how different types of all-female groups are represented and what larger issues are at work in their construction.

Caroline Bicks

EN 481 Woolf and Hemingway (Fall: 3)

Writing at the same time, living lives of great achievement punctuated by episodes of madness culminating in suicide, embodying revolutions in literary style, Virginia Woolf and Ernest Hemingway defined and dramatized the dilemmas of modern manhood and womanhood as memorably as any figures of the twentieth century. Contrasts between the two leap first to the eye; startling and fertile comparisons exist too. Readings: Hemingway's *In Our Time*, *The Sun Also Rises*, *A Moveable Feast*, *The Old Man and the Sea*, *The Gates of Eden*; Woolf's *The Voyage Out*, *Mrs. Dalloway*, *A Room of One's Own*, *The Waves*, *Between the Acts*.

Judith Wilt

EN 482 African American Writers (Spring: 3)

Cross listed with BK 410

Satisfies Cultural Diversity Core Requirement

See course description in the Black Studies Department.

Henry A. Blackwell

EN 486 The Drama of Ethnic Renaissance: Theater and Society in Early Twentieth-Century Dublin and Harlem (Spring: 3)

Satisfies Cultural Diversity Core Requirement

An examination of two ethnic renaissances in English-language theater and culture: the Irish dramatic movement of Yeats, Gregory, etc., and the Harlem Renaissance's dramatic wing, initiated by Du Bois. Problems to explore include the attempt to create a group identity, the dominant culture's exorcism of negative stage and media images, the rewriting of history, the place of dialect and folk material in dramas written for urban audiences, the relation of theaters to political movements, the friction with factions of the audience, and the divisive effect of plays of urban poverty.

Philip T. O'Leary

EN 494 Revolutionary Britain, 1603-1714 (Spring: 3)

Cross listed with HS 430

Fulfills the pre-1700 requirement

See course description in the History Department.

Burke Griggs

EN 499 Seminar: Shakespeare and the Reformation (Fall: 3)

Fulfills the pre-1700 requirement

A study of Shakespeare's plays and their background in the English religious/political setting. The course focuses on key works, comedies, histories, tragedies, romances, in which Shakespeare explores the rifts, traditions, revolutions, in his society. We will chart Shakespeare's evolving response to the world of Queen Elizabeth I and James I. Likely plays include: *Twelfth Night*, *All's Well That Ends Well*, *Othello*, *King Lear*, *Antony and Cleopatra*, *The Tempest*, *King Henry VIII*. For updated information, see: <http://www2.bc.edu/~taylor/>

Dennis Taylor

EN 502 Abbey Theatre Summer Workshop (Fall/Spring/Summer: 3)

The Abbey Theatre Program, a six-week Summer Workshop in Dublin, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop. Interested students should apply to Professor Philip O'Leary, English Department before March 1.

Philip T. O'Leary

EN 503 Ireland: The Colonial Context (Fall: 3)

This course spans the major cultural and historical moments and surveys the associated literary production connecting these experiences: from the Elizabethan plantations to post-independent Ireland's decolonization. The main objective is to evaluate how Irish culture manifests and/or resists the colonial encounter. Particular attention is paid to the issues of language and authority, and to representations of place, gender, and identity.

James Smith

EN 510 Contemporary American Women Writers (Spring: 3)

Focusing on poetry and fiction written by American women since World War II, this course will explore issues of race, ethnicity, power, violence, space and embodiment, as well as gender. In approaching each literary text, we will aim to situate it within the context of contemporary American cultural tensions and to explore in

detail its construction as a work of art that manipulates language and literary form. Writers may include Jhumpa Lahiri, Toni Morrison, Lorrie Moore, Gish Jen, Marilynne Robinson and Sharon Olds.

Laura Tanner

EN 518 Advanced Nonfiction Workshop: Subject and Point of View (Fall: 3)

In this course we will use the mode of nonfiction to describe, detail, witness and/or interrogate the communities which surround us. Small assignments will prepare students for a multi-part immersion project that will provide a vision (or visions) of one community. Point of view and positioning will be explored as students experiment with techniques from journalism, creative nonfiction and other creative arts. Readings: long works of creative non-fiction as well as a field guide (*FieldWorking*). Students will aim for publication—campus or otherwise—of at least one small piece.

Eileen Donovan-Kranz

EN 523 Advanced Nonfiction Workshop: Creative Research (Spring: 3)

While we will spend some time in this course examining innovative approaches to identifying and evaluating traditional academic sources (e.g., book chapters and journal articles), we will focus more closely on less familiar materials and methods, such as family stories, immersion journalism, archival research, and ethnographic observation. Reading and writing assignments will include short human interest stories, oral histories, case studies, and digital and electronic texts. We will focus on texts such as *Maus*, *Into the Wild*, and *Girl Interrupted* as models of non-traditional, multi-genre researched writing.

Lad Tobin

EN 526 Shakespeare: Early Plays (Fall: 3)

Fulfills pre-1700 requirement.

In this course we will read a selection of Shakespeare's Elizabethan plays. The syllabus is likely to include selections from his early comedies, histories, and tragedies including *The Comedy of Errors*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, *Twelfth Night*, *Measure for Measure*, *Richard III*, and *Romeo and Juliet*.

Rhonda Frederick

EN 529 Shakespeare: Later Plays (Spring: 3)

Fulfills the pre-1700 requirement

In this class we will read plays from the later part of Shakespeare's career: *Macbeth*, *King Lear*, *Othello*, *Antony and Cleopatra*, *The Winter's Tale*, *The Tempest*, *All's Well that Ends Well*, and *Henry VIII*. We also will be reading a variety of non-literary texts from the period in order to put the plays into cultural context. In addition to learning about how the plays were produced and put on, we will consider how they were playing with notions of monarchy, gender, race, and recent royal history.

Caroline Bicks

EN 533 Seminar: British Novels of the 18th Century (Spring: 3)

Fulfills the pre-1900 requirement.

This course explores the origins and early development of what has become the dominant literary form: the novel. We consider such issues as the novelty of the genre and its ties to previous forms of discourse, tensions between historical/social realism and imaginative artifice, interactions of moral, aesthetic, and cultural values and norms. Authors include Defoe, Richardson, Fielding, Sterne, Radcliffe, and Austen.

Robert Chibka

EN 539 Advanced Nonfiction Workshop: Writing about Family (Spring: 3)

It is among the writer's most daunting and most rewarding tasks. In this workshop we will explore ways to write about family using traditional and experimental techniques. Students will fine-tune their autobiographical writing; write and revise several personal essays, interview relatives; and meet frequently with the instructor to discuss their work.

Rachel Kadish

EN 540 Seminar: Romantic Writing (Fall: 3)

Although the British Romantic era is often regarded as an age of poetry, the writers themselves worked in a number of different genres and devised new forms of writing as well. In this course we will read poems of many kinds as well as poetic drama, criticism, satire, short fiction, essays, polemical writing, journals and letters. Writers studied will include Blake, Wollstonecraft, Barbauld, Wordsworth, Baillie, Coleridge, Hazlitt, De Quincey, Byron, the Shelleys, Hemans, Keats, and Landon.

Alan Richardson

EN 545 Modern Irish Drama (Spring: 3)

A critical and historical study of Irish drama from the end of the nineteenth century to the present. We will start with the plays written for the Abbey Theatre by Yeats, Lady Gregory, and Synge. We will then consider the work of Shaw, O'Casey and Beckett and move to current Irish dramatists such as Friel, McGuinness, and McPherson. While we will consider Irish drama in its socio-political context, our principal focus will be the theatrical dimension of the plays in performance.

Andrew Sofer

EN 554 Form and Theory of Non Fiction (Spring: 3)

We will examine the boundaries that creative nonfiction shares with conventional journalism and prose fiction. Since this is both a composition and literature class, we will focus not only on the interpretation of important nonfiction texts such as Freud's *Dora*, Tom Wolfe's *The Right Stuff*, and Janet Malcolm's *The Journalist and the Murderer* but also on your own writing and revision processes. We will examine and discuss various problems and possibilities confronting the writer of nonfiction prose, including topic selection, research methodology, point of view, structure and form, and ethical responsibility.

Lad Tobin

EN 563 Gothic and Romantic Novel (Spring: 3)

The late eighteenth and early nineteenth centuries saw remarkable developments in the novel form, including the emergence of the Gothic, the historical novel, women's domestic fiction, the psychological novel, and the ideological (propaganda) novel. Although best known for the achievements of Jane Austen and Walter Scott, the period also produced a number of strange and brilliant works that far too many readers miss out on. Concentrating on works by Walpole, Lewis, Godwin, Wollstonecraft, Hogg, Edgeworth, Scott, Austen, Shelley, and Emily Bronte, we will consider the novel from historical, ideological, feminist, and psychological perspectives.

Alan Richardson

EN 571 Advanced Creative Nonfiction: Writing About Place (Fall: 3)

Through the reading and writing of creative non-fiction essays, this course will ask students to explore, chart, question and describe different places in the natural and human world. Students will write and radically revise at least three ambitious, sustained essays over the course of the semester: the first about a place in

nature; the second about a place with strong personal associations; and the third (a researched piece of immersion journalism) about a community or subculture—an emergency room, for example, or an horse farm, or a classroom at the Perkins School for the Blind.

Elizabeth Graver

EN 579 Writing Workshop: Fiction (Fall/Spring: 3)

Enrollment limited to 15.

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since students' stories are texts for class discussion, a generous willingness to respond to others' writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

Robert Chibka

Michael Lowenthal

EN 591 Scholar of the College (Fall/Spring: 6)

Frances Restuccia

EN 599 Undergraduate Reading and Research (Fall/Spring: 3)

The Department

EN 600 Honors Thesis (Fall/Spring: 3)

Judith Wilt

EN 601 Internship (Fall/Spring: 1)

Treseanne Ainsworth

EN 603 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)

Cross Listed with HS 665

See course description in the History Department.

The Department

EN 604 Seminar: Emily Dickinson (Fall: 3)

Fulfills the pre-1900 requirement.

Emily Dickinson's vast and brilliant output of poems and letters has attracted a great deal of critical debate in the last forty years. Students in this seminar will read all the poems, many of the letters, a biography of the poet, and a considerable amount of that criticism. They will write several essays developing close readings of individual poems and at the end of the semester will write a longer work involving original research.

John Anderson

EN 616 Seminar: Postwar American Poetry (Fall: 3)

A course in American Poetry and Poetics from World War II up through the Eisenhower, Kennedy, and Johnson Years, the Civil Rights Movement, the Arab-Israeli Conflict, the Gulf War, and the Nixon, Reagan, and Bush Years, with the focus on the Middle Generation of poets (1945-1985). We will begin with an examination of the late poetry of two American Modernists—Stevens and Williams—and segue into Ginsberg and the Beats, Sylvia Plath, Roethke, Bishop, Berryman, Lowell, Frank O'Hara, John Ashbery, Denise Levertov, James Wright, W.S. Merwin, Galway Kinnell, Adrienne Rich, James Merrill, Philip Levine, and Yusef Komunyakaa.

Paul Mariani

EN 626 Studies in American Culture (Fall: 3)

Permission of instructor only

We will examine selected subjects in contemporary American culture. Working from a variety of methodological and stylistic models, we will pay close attention to the problem of writing analytically about culture.

Some of the best and most influential writing about American culture has taken place in the overlap between academic scholarship, journalism, and literary writing. As readers and as writers, we will explore this richly productive area of overlap. The syllabus will likely include the work of Joan Didion, Henry Louis Gates, Jr., William Finnegan, Anne Fadiman, Tom Wolfe, Barbara Ehrenreich, Louis Menand, and Dennis Covington.

Carlo Rotella

EN 627 Capstone: Ways of Knowing (Spring: 3)

Cross Listed with UN 513

See course description in the University Courses section.

Carol Hurd Green

EN 628 Capstone: Five Heroic Americans (Spring: 3)

Cross listed with UN 531

See course description in the University Courses section.

Robert Farrell, S.J.

EN 630 Capstone: Passages (Fall: 3)

Cross listed with UN 538

See course description in the University Courses section.

Robert Farrell, S.J.

EN 651 Seminar: British Romantic Poetry and Culture (Spring: 3)

Enrollment limited to 15

The seminar will focus on a range of major poetry and its historical, and cultural contexts—Wordsworth's *Lyrical Ballads*, 1807 *Poems*, *The Prelude*; Coleridge's conversation poems, *The Ancient Mariner*, *Kubla Khan*; Byron's "Heroic poems," the lyrics of Keats and Shelley; key poems by women writers. Attention will also be given to central critical and theoretical statements—Wordsworth's *Lyrical Ballads* "Preface," Coleridge's *Biographia Literaria*; Shelley's "Defence of Poetry," Keats's letters along with twentieth century critical approaches to the Romantic. The seminar will close with a symposium, prepared by the seminar members, before a guest panel of local Romantics.

John Mahoney

EN 652 Seminar: George Eliot in Her Time and Ours (Spring: 3)
Junior Honors Seminar

As "George Eliot," Mary Ann Evans wrote novels that virtually defined the traditions of English realism and liberal humanism. Her ambition and talent moved this daughter of a provincial agriculturalist to the center of Victorian intellectual history. Concentrating on *Adam Bede*, *Felix Holt the Radical*, *Middlemarch*, and *Daniel Deronda*, we will read this classic novelist among her contemporaries: Darwin and Feuerbach, Tennyson and Arnold, Christina Rossetti and Frances Power Cobbe, and also among our theorizing contemporaries of feminist, new historicist, and poststructuralist approach.

Judith Wilt

EN 670 Capstone: Into the Woods (Spring: 3)

Cross listed with UN 541

See course description in the University Courses section.

Bonnie Rudner

EN 674 Tragedy, Drama, and Theatre (Fall: 3)

Studying the oldest of dramatic forms, tragedy, in its varied forms and settings. Not a survey course, but one that on particular episodes when the format and substance of the genre seem more stable—classical Greek, Elizabethan and Jacobean England. The class will also study the tragic spirit in different cultural settings from the nineteenth-century to the present. Among the dramatists to be studied in the course are Sophocles, Euripides, Shakespeare, Ibsen, John Millington Synge, Eugene O'Neill, Miller, Williams, Michael Frayn, and Wallace Shawn.

John Mahoney

EN 699 Seminar: Old English (Spring: 3)**Fulfills the pre-1700 requirement**

The language of the Anglo-Saxons (around 500-1100) opens up a world both familiar and strange. Invasions, revolutions, and intellectual curiosity have changed English a lot, and its grammar must be learned like a foreign language. Intensive language study in the early part of the course will enable you to read some wonderful literature: powerfully violent heroic poetry, mournful elegy, intensely spiritual meditation, fanciful romance, history, cultural translation (by King Alfred), and the mesmerizing homilies of Alfric and Wulfstan.

Robert Stanton

Undergraduate and Graduate Course Offerings**EN 121 The Linguistic Structure of English (Fall: 3)**

Prerequisite: Previous or simultaneous coursework in Linguistics or in the history of the English language.

Cross listed with SL 323

Offered Biennially

See course description in the Slavic and Eastern Languages Department.

Margaret Thomas

EN 127 Language and Language Types (Spring: 3)

Prerequisite: SL 311 and at least one other course in Linguistics recommended

Cross listed with SL 367

Offered Biennially

See course description in the Slavic and Eastern Languages Department.

Margaret Thomas

EN 175 Jewish Writers in Russia and America (Spring: 3)

Cross listed with SL 375

All readings and classes conducted in English

See course description in the Slavic and Eastern Languages Department.

Maxim D. Shrayer

EN 527 General Linguistics (Fall: 3)

Cross listed with SL 311

See course description in the Slavic and Eastern Languages Department.

M.J. Connolly

Graduate Course Offerings**EN 670 Capstone: Into The Woods (Spring: 3)**

Cross listed with UN 541

See course description in the University Courses section.

Bonnie Rudner

EN 701 Chaucer: *Canterbury Tales* (Spring: 3)

We will read all of the poetic *Canterbury Tales*, one or two other poems by Chaucer as time permits, ancillary documents treating medieval life and art, and selected Chaucerian scholarship.

Richard Shrader

EN 708 Introduction to Contemporary Theory (Fall: 3)

This course introduces students to the concepts and practices of contemporary cultural and literary theory. Surveying various developments of the field during the last three decades, we will study: Marxist, psychoanalytic, feminist, new historical, structuralist, and poststructuralist approaches to culture. Though our primary focus will be theoretical essays and books, students will also have the opportunity to apply the theories to literary and cultural texts. Theorists may include: Marx, Althusser, Freud, Lacan, Levi-Strauss, Derrida, and Foucault.

Elizabeth Kowaleski-Wallace

EN 710 Queer Theory (Fall: 3)

Queer theory names a group of texts that, widely divergent in assumptions, theoretical methods, and styles of engagement, is perhaps united by a shared commitment to understanding and combating structures of sexual oppression and to building a world that would accept and affirm queer lives. Without pretending to be exhaustive, this course will offer an introduction to some of the major modes of practicing queer theory, particularly work influenced by psychoanalysis, deconstruction, social construction theory, and film theory, questioning, among other things, queer theory's power to address categories of gender, race, class, and national identity.

Kevin Ohi

EN 715 Irish-American Atlantic (Spring: 3)

This course investigates a trans-Atlantic cultural history, focusing on the traffic in literary forms, popular cultures, social formations, ideas, and people between Ireland and North America. The material examined here will enable us to bring together several fields of study, including Irish Studies, American Studies, and studies of globalization, migration, and diaspora. We will concentrate on literary and cultural materials from the nineteenth and twentieth centuries.

Marjorie Howes

EN 717 Theory and Pedagogy in the Language Arts Classroom (Fall: 3)

Cross listed with ED 472

See course description in the Lynch School of Education.

Audrey Friedman

EN 719 Reading and Teaching American Poetry (Spring: 3)

This course is designed to prepare graduate students to teach American poetry by focusing on (1) poems and their formal effects, (2) historical placements and tradition, (3) speakers and "voice" in poems, and (4) the range of reading and interpretive strategies open to us as students and as teachers. All of our work with poem-texts will be twofold: investigating our own responses, interpretive behaviors, and theoretical assumptions as readers, as well as inventing models for bringing poems to the classroom with the richest possible results.

Suzanne Matson

EN 725 Film and Theory (Spring: 3)

This course will put film into dialogue with film theory—in particular psychoanalytic film theory. We will begin with a classic essay by Mulvey and attempt to keep her feminist angle on film alive during the course through the work of Doane, Silverman, and Williams. We will also read Deleuze on cinema, essays by queer theorists (on Hitchcock's *Rope* and Preminger's *Laura*), as well as Eisenstein, Heath, and Metz. Kristeva on melancholia, Lacan on love, as well as Žižek on film will aid us in interpreting films by directors such as Cronenberg, Almodóvar, Lynch, and Kieslowski.

Frances Restuccia

EN 744 Caribbean Culture and Globalization (Fall: 3)

This course focuses on Caribbean culture, as an important commodity in the age of globalization. Students will be asked to consider how culture moves into global markets and is transformed into products and identities that are often at odds with the ideologies and values of the communities they are said to represent. The class will begin by examining definitions of globalization and then locate culture's role in it. We will consider how globalization has influenced definitions of Caribbean culture and cultural values. Lastly, we will investigate how and/or if globalization has created opportunities for rethinking nationalism, commodities, and in/formal economies.

Rhonda Frederick

EN 762 Some American Renaissances (Spring: 3)

The American Renaissance is traditionally conceived as the first full flowering of American culture in the 1850s in Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson. This course juxtaposes those authors to other renaissances occurring in the same period: in African-American writing, women's writing, and popular literature. Among the questions engaged will be the difference between high and low writing, literature and culture, and race, class, and gender in the formation of American culture.

James Wallace

EN 764 Twentieth-Century Irish Fiction (Spring: 3)

This seminar focuses on Irish fiction to determine how it represents and resists attempts by the nation-state to emerge from colonial oppression. The gap between oppression and liberation entails a study of cultural nationalism, decolonization and postnationalism. The underlying premise suggests that Irish novelists participate in debates concerning national identity and, in the process, anticipate the evolution of a postnational cultural politics. Paying particular attention to issues of language, gender, and place, and to representations of religion, history, and identity, the seminar seeks to establish Ireland's inevitable heterogeneity. Novelists include O'Flaherty, O'Brien, Keane, McGahern, McCabe, Doyle, and Morrissey.

James Smith

EN 765 What Is Performance? (Spring: 3)

Performance is everywhere in critical discourse today. This course will map the still emerging field of performance studies, which fuses theater studies, anthropology, ethnography, and feminist and poststructuralist theory. We will read the foundational work of Richard Schechner, Peggy Phelan, Judith Butler, and others. We will then test the utility of the field's primary concepts, especially "the performative," for the analysis of specific cultural performances, ranging from actual drama, to rites of passage, to sports events, to museum- and mall-going (including one local event chosen by the class).

Andrew Sofer

EN 771 Victorian Novel (Fall: 3)

This course will be organized around three pairs of Victorian novels: Charles Dickens's *Oliver Twist* and George Gissing's *The Nether World*; Dickens's *David Copperfield* and Charlotte Brontë's *Villette*; George Eliot's *The Mill on the Floss* and Thomas Hardy's *Jude the Obscure*. Through these pairings we will study certain kinds of fiction prominent in the nineteenth century—the social-problem novel, the fictional autobiography, and the novel of frustrated ambition—and compare examples that come from different historical moments and different class or gender perspectives. Supplementary readings will include brief non-fictional writings from the Victorian period, and some contemporary critical essays.

Rosemarie Bodenheimer

EN 772 Sixteenth Century British Writers (Spring: 3)

In this course we will discuss a selection of works written in England during the sixteenth century with special reference to their literary, cultural, and political contexts. Works will include More's *Utopia*, poems by Wyatt, Sidney, and Shakespeare, poems and speeches by Queen Elizabeth I, book I of Spenser's *Faerie Queene*, as well as relevant critical articles.

Mary Crane

EN 775 Seminar: Nabokov (Spring: 3)

Cross listed with SL 575

Open to undergraduates by permission of instructor only

See course description in the Slavic and Eastern Languages Department.

Maxim D. Shrayer

EN 780 Readings in Theory (Spring: 3)

Cross listed with RL 780

See course description in the Romance Languages and Literatures Department.

Kevin Newmark

EN 792 Critical Approaches to the Gothic (Spring: 3)

The course will consider classic and contemporary issues about Gothic fiction from the late eighteenth century to the present—its relationship to Enlightenment, reason, consciousness, and religion, its implication in nation-making and race, gender and sexuality, its evocation of processes of repression and retrieval, loss, lack, and plenitude. We'll also be concerned with the history of this unstable genre, its relationship with writing and legibility, with its persistence in classic high culture texts of the nineteenth and twentieth century. Heavy/scary reading from *Frankenstein* and *Melmoth the Wanderer* through Victorian classics to Stephen King and Gloria Naylor.

Judith Wilt

EN 797 Twentieth Century American Fiction (Spring: 3)

In this class, we will approach a series of twentieth-century American fictional texts from the perspective of prospective teachers as well as students of those works. We will begin analysis of each text by attending to questions about its literary, formal and cultural significance, including discussions of modernism and post-modernism, analysis of the relationship between form and content, and discussion of the cultural work performed by individual texts in specific historical contexts. We will then turn to pedagogical issues that confront teachers of these texts on both the secondary school and university levels.

Laura Tanner

EN 801 Thesis Seminar (Fall/Spring: 3)

The Department

EN 814 Modern Irish Poetry (Fall: 3)

A survey of Irish poetry since the death of W.B. Yeats in 1939. Among topics to be discussed will be the influence of Yeats on subsequent Irish poets, the emergence of a distinctly post-colonial voice on both sides of the Border between North and South, and, more specifically, the interaction between poetry and politics in the North of Ireland over the past three decades. Among poets to be read will be Patrick Kavanaugh, Austin Clarke, Louis Mac Neice, Thomas Kinsella, Máirtín Ó Direáin, Máire Mhac an tSaoi, Seamus Heaney, Paul Muldoon, Nuala Ní Dhomnaill, Medbh McGuckian, and Evan Boland.

Philip T. O'Leary

EN 815 Reading and Teaching the Essay (Fall: 3)

Samuel Johnson defined the essay as "a loose sally of the mind." While this is consistent with Montaigne's earlier notion of the essay as meandering and self-reflexive and with contemporary experiments in creative nonfiction, it is inconsistent with the way the form came to be taught in twentieth century American schools—as only thesis-driven, tightly-structured argument. We'll examine this history by reading essays by writers such as Montaigne, Swift, Addison, Emerson, Woolf, Orwell, E.B. White, Didion, Dillard, Wolfe, Rushdie; studying contemporary theories of creative nonfiction; and considering practical strategies for teaching essay writing in secondary and college classrooms.

Lad Tobin

EN 825 Composition Theory and the Teaching of Writing (Spring: 3)

This course is designed to prepare graduate students to teach introductory college-level writing courses; to introduce students to

central issues, problems, and theories in composition studies; and to examine ways in which contemporary critical theory has influenced the teaching and study of composition.

Paula Mathieu

EN 836 Media, Culture, Narrative (Fall: 3)

This course proposes to provide a seedbed of common readings and questions for graduate students interested in U.S. literary and cultural history from the mid-nineteenth to mid-twentieth centuries. Our readings will also concentrate on recent scholarship on the material and cultural placements of various media forms—news writings, self-help manuals, popular entertainments, speeches, pulp magazines, and so forth—adjacent to (and often constituting) what we now think of as literary expression.

Chris Wilson

EN 859 Psychoanalysis and Narration (Spring: 3)

This course will explore the nature of narrative by studying both psychoanalytic approaches to narrative fiction, and psychoanalytic uses of narrative techniques in clinical contexts. Our readings will include texts by Freud and Lacan, literary texts these theorists analyze and contemporary critical responses to these works. Readings will include Freud's *Beyond the Pleasure Principle* and *Interpretation of Dreams*, *Clinical Case Studies (Dora and Little Hans)*, E.T.A. Hoffmann's *The Sandman* and Wilhelm Jensen's *Gradiva* with Freud's analyses; Duras' *Ravishing of Lol V. Stein* and Poe's *Purloined Letter* with Lacan's commentaries.

Robin Lydenberg

EN 864 Predecessors, Contemporaries, Heirs: The Case of Gerard Manly Hopkins (Fall: 3)

An examination of the poetry and thought of Gerard Manly Hopkins through six lenses: (1) Hopkins and his predecessors, especially Petrarch, Shakespeare, Milton, and the Romantics; (2) Hopkins' impact on twentieth century poetry; (3) Victorian and nineteenth-century American poetry and poetics, including Pre-Raphaelite art; (4) the impact of two millennia of Catholic tradition on Hopkins, including *The Spiritual Exercises*; (5) the influence of Victorian science on Hopkins; (6) poetic and esthetic developments in France in Hopkins' lifetime. The methodology will be esthetic and historicist, and will focus primarily on close textual analyses of Hopkins' poetry.

Paul Mariani

EN 872 The Whitman Tradition (Fall: 3)

Our effort here will be to define and trace the development of a distinctive tradition in American poetry grounded in the formal strategies and philosophical assumptions of Walt Whitman's *Leaves of Grass*. We will first attempt to place Whitman in the context of his own era and examine his connections (and disconnections) with such contemporary figures as Emerson, Bryant, Longfellow, Whittier, Poe, and Dickinson. Then we will move on to consider how twentieth-century writers such as Wallace Stevens, William Carlos Williams, and Allen Ginsberg reacted to and otherwise made use of Whitman in their own work and time.

Robert Kern

EN 873 Shakespeare (Spring: 3)

This seminar has three goals: (1) to explore how Shakespeare's works engaged with early modern debates over gender, sexuality, and race as well as with notions of kingship, subjectivity, and the construction of history; (2) to introduce students to both the history and current state of Shakespeare criticism, and to the editorial practices that have informed the reception of different plays at various histori-

cal moments; and 3) to explore how each of these critical approaches is itself engaging with certain political and/or cultural movements. We will read from histories, tragedies, comedies and romances.

Caroline Bicks

EN 887 Introduction to Advanced Research (Fall/Spring: 3)

The course begins with an overview of standard reference works, including electronic resources. We will then focus on broader questions about the nature of the text: canonicity, the uses of historical scholarship, the deceptive question of influence, and the nature of literary authorship and authority. We will also examine the challenge to traditional notions of textual criticism, based on questions about the originality of a literary work, what constitutes it as an entity, and the problem of authorial intention.

Robert Stanton

Richard Schrader

EN 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

EN 899 Readings and Research (Fall/Spring: 3)

The Department

EN 998 Doctoral Comprehensive (Fall/Spring: 0)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

EN 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Fine Arts

Faculty

Josephine von Henneberg, *Professor Emerita*; Doctor in Letters, University of Rome

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

Richard Blake, S.J., *Professor*; A.B., M.A., Ph.D., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University

John Michalczyk, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Nancy D. Netzer, *Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

John Steczynski, *Professor*; B.F.A., Notre Dame University; M.F.A., Yale University

Sheila S. Blair, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Tufts University; M.A., Ph.D., Harvard University

Jonathan Bloom, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University

Jeffery W. Howe, *Professor*; A.B., Carleton College; Ph.D., Northwestern University

Claude R. Cernuschi, *Associate Professor*; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University

Kenneth M. Craig, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Michael W. Mulhern, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

Stephanie Leone, *Assistant Professor*; B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers University

Andrew Tavarelli, *Adjunct Associate Professor*; B.A., Queens College

Mark Cooper, *Adjunct Assistant Professor*; B.S., Indiana University; M.F.A., Tufts University

Charles Meyer, *Adjunct Assistant Professor*; B.A., Goddard College

Katherine Nahum, *Adjunct Assistant Professor*; B.A., Sarah Lawrence; M.A., Ph.D., Boston University

Alston Conley, *Lecturer*; B.F.A., Tufts University

Departmental Notes

- Administrative Secretary: Mary Carey, 617-552-4295
- World Wide Web: <http://www.bc.edu/finearts>

Undergraduate Program Description

The department offers three majors: Art History, Film Studies, and Studio Art. Internships are available in local museums and galleries. For details, inquire at the Fine Arts Department office.

Major Requirements: Art History

The major in Art History offers the student an opportunity to develop a knowledge and understanding of the visual arts as they evolved over the course of time. Departmental courses provide a broad foundation in the humanities and the preparation for further work leading to professional careers in the arts. These include the following: teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critics, or employment in commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their department advisors. Students are encouraged to take as many courses as possible in history, literature, and foreign languages, especially German, French, or Italian, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

- FA 101 Art from Prehistoric Times to the High Middle Ages (three credits)
 - FA 102 Art from the Renaissance to Modern Times (three credits)
 - FA 103-104 Art History Workshop (two courses) ordinarily completed by the end of the sophomore year (six credits total).
 - Seven additional courses: Three must have FA numbers at or above the 200-level; four must have the number 300 or above, including FA 401. (The student can consult with a professor about making a 200-level course into a 300-level course by writing a more extensive research paper.)
- At least one course must be chosen from each of the following periods: Ancient Art, Medieval Art, Renaissance through Eighteenth Century Art, Nineteenth and Twentieth Century Art
- FA 401 Seminar in Art Historical Research (three credits) is required and must be taken during the junior or senior year. This course may be counted as one of the seven courses listed above.

Double majors in the department must fulfill all requirements for both majors.

Major Requirements: Film Studies

The Film Studies major applies the liberal arts tradition to the present-day culture of images and technologies. Courses in film history, theory and criticism enable students to become active, selective, and ethical participants in a world progressively more dominated by the media of visual communication.

Research-based studies in American and world cinema explore the mutual influence of the films and their respective diverse cultures and historic periods. Familiarity with several of the great films and filmmakers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of filmmaking and exhibition both through programs in scripting, photography, production, and digital editing and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theater, and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

The Film Studies major requires 12 courses, four of which must be above the 300-level. These must be distributed as follows:

- Introduction to Film Art
- At least two (2) American Film History courses. Courses in excess of two may be counted as electives
- At least two (2) production courses (Filmmaking, Photography, Digital Editing). Courses in excess of two may be counted as electives.
- Five (5) electives, at least two of which must be above the 300 level
- Junior/Senior year: Either FM 382 Documentary Film or FM 384 History and Art History into Film, as preparation for the Senior Project
- Senior Project: A film, historical critical essay or combination of both. An advisor will determine if the student is prepared to undertake the specific project and will direct its completion.

Since film is a humanistic discipline, students are also encouraged to take supplementary courses in history, political science, literature, music, and theater.

Major Requirements: Studio Art

The Studio Art major provides students with an opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program.

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, design, architecture, art therapy, conservation, publishing or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year. They are required to take a minimum of 12

courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

- FS 100 Ceramics, FS 103 Drawing: Approaches and Issues, FS 102 Foundations of Painting, FS 161 Photography, select two courses (six credits)
These courses offer an introduction to the four areas of the studio program. Students are strongly advised to make choices (in conjunction with their departmental advisor) that provide a foundation for a concentration in one of these studio areas.
- FA 101 Art: Prehistoric to the High Middle Ages, FA 102 Art from the Renaissance to Modern Times, FA 257-258 Modern Art: Nineteenth and Twentieth Centuries, FA 285 History of Photography, choose one (three credits)
- FS 498 Senior Project Part I (Fall) and Senior Project Part II (Spring) (six credits)
- A minimum of seven (seven) additional courses 100-level and/or above (21 credits)

Students must have taken at least four semesters of work relating to their Senior Project prior to their senior year. Portfolio reviews are required in the second semester of the sophomore and junior years.

In addition to the required courses, the following are recommended: FA 257-258 Modern Art and FA 361 Issues in Contemporary Art

Summer travel and summer courses are also recommended for enrichment. Consult the department advisor.

Art History Minor

The minor in Art History provides the student with an introduction to the art of the Western world. In addition to the two introductory courses, FA 101 and FA 102, the student will have a choice of two 200-level courses and at least two 300-level courses, for a total of four upper-level courses covering specific art-historical periods. In these courses, the student will be exposed to the methods of the discipline and will complete a research paper.

Studio Art Minor

The minor in Studio Art offers the students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. It is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling of many. There are features of the minor program that resemble aspects of the majors' studio program which have been found to be successful. The required Advanced Studio Seminar class, for example, will function analogously to the Senior Project.

The minor comprises six classes to be selected as follows:

- Two introductory level classes to be selected from: FS 103 Drawing: Approaches and Issues, FS 102 Painting I, FS 141 Ceramics I, FS 161 Photography I
- The concentration of classes that follow must be related to (only) one of the above listed areas and must be selected as follows:
 - Two classes at the 200-level or above
 - One class at the 300-level
 - One Advanced Studio Seminar (during which students will be expected to complete a significant thesis project), FS 325

Therefore if a student takes Painting I and Photography I as his/her introductory classes, he/she must select the additional three classes from either painting or photography, but not both, i.e., three painting or three photography classes. If a student wishes to pursue

a discipline that they have not taken an introductory course in, they must take that introductory course as an elective before taking additional classes in that discipline.

Additional requirements:

- No more than one independent study in your field of concentration.
- Courses to be counted in the minor must be taken for a grade (no pass/fail).
- If students wish to strengthen their minor by taking electives, they add additional classes from the offerings in their chosen area of specialty. The department also encourages students to take: FA 101 and 102 Introduction to Art History, FA 356 Art Since 1945, and FA 285 History of Photography

Film Studies Minor

The Film Studies minor, a joint undertaking of the Fine Arts and Communication Departments, assists students in developing critical and technical abilities in the area of film.

The minor consists of two required courses and four electives. Normally, a student begins with either FM 283 History of European Cinema or FM 202 Introduction to Film Art. The other required course is FM 171 Filmmaking I. The four electives may be chosen from the areas of film history and criticism, film or video production, communications or photography. At least one of these electives must be taken in the Communication Department.

Students interested in the Film Studies minor may contact one of the Co-Directors, Professor John Michalczyk in Devlin 424 or Professor Richard Blake, S.J., in Devlin 416, 617-552-4295.

Information for First Year Majors

First Year Art History majors are required to take FA 101 Art from Prehistoric Times to the High Middle Ages with FA 103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from FS 100, FS 101, FS 102, or FS 161 and one art history course from FA 102, FA 257, FA 258, or FA 285. FM 202 Introduction to Film Art is a required foundation course to ground the student in film language, history, and criticism.

Information for Study Abroad

Art History

Students normally come to a Fine Arts major in sophomore or even junior year, hoping to complete the course work within a short period. The department tries to assist them in doing so with close supervision as well as encouragement to take several art history courses in approved programs abroad.

No prerequisites are required although students are encouraged to take the Introduction to Art History (FA 101-102) as a foundation for further study. An extensive survey abroad would serve as a substitute. Students are limited to one or two semesters abroad but prior to senior year.

Since our Department would like to offer its own stamp on the Art History major, Fine Arts prefers that the student take no more than three courses abroad. Most often courses taken abroad are used as major electives. These courses should not be taken in senior year, since the Senior Seminar is crucial to the completion of the major. In selective programs, e.g., in Florence, the students would be allowed to take an additional course or two with the prior approval of the department.

The most successful programs have been those in Europe—Italy, France, Spain, and England.

The department believes strongly that the study of art history in a location where there are first-class museums and programs will greatly enhance the student's understanding of the works of art in context. We will try to accommodate most worthwhile programs

and make suggestions for the most effective ones based on former students' past experiences. For Art History, Professor Claude Cernuschi, Professor John Michalczyk, and Professor Pamela Berger, Chairperson, are department Study Abroad Advisors and contacts for course approval.

Film Studies

Although there are no prerequisites, students are encouraged to take the Introduction to Film Art (FM 202) and/or History of European Film (FM 283) to serve as a strong foundation for film studies, prior to going abroad.

Normally, the student should take no more than three film studies courses abroad. With the approval of the co-directors, the student may take other courses where there are solid, established programs, e.g., Paris. These courses should ideally be taken in junior year, since the student should complete the Senior Project under the close supervision of the advisor within the department. There are no restrictions on the term that a student may study abroad.

Often courses taken abroad are used as major electives. On occasion, parallel courses offered abroad might substitute for the required courses if the syllabi are close in content and approach.

Programs in France, Spain, Italy, England/Scotland, and Australia have been the most successful.

Co-Directors, Professor John Michalczyk and Professor Richard Blake, S.J. are the department Study Abroad Advisors and the department's contacts for course approval.

The Co-Directors strongly approve of the study of foreign film and make every effort to allow students to select their own area of interest in world cinema. The film studies offerings abroad in general are often limited to three or four courses during any one term. Prior to enrolling in courses abroad, it is required that the student get approval for the courses and have several options in case a specific course is not offered during the term(s) abroad.

Studio Art

The Department believes strongly that study abroad is worthwhile, exposing students to not only other cultures but other forms and traditions of artistic expression. At the same time it cautions studio majors to consider their growth and development in the major and to integrate study abroad with their chosen area of concentration in consultation with their department advisor.

Students should have the following courses completed prior to studying abroad:

- Two courses (6 credits) of the following: FS 100 Ceramics, FS 100 Drawing I, FS 102 Painting I, FS 161 Photography I
- Selection of four courses in your area of concentration
- Up to two of the seven electives that are required for the Arts and Sciences Studio major may be taken abroad.

There are no restrictions on courses taken abroad, but it is recommended that they are used to fulfill major electives or to develop the student's area of concentration. Study abroad should be limited to one semester. It is strongly advised that students speak to their faculty advisor about possible ideas for their Senior Project before going abroad. Andrew Tavarelli, Assistant Chairperson, is the department Study Abroad Advisor and contact for course approvals. The department recommends programs in Italy, England, and photography programs in Prague and Paris.

Studio Courses for Non-Majors

Students majoring in other disciplines, and those who are undecided about their majors, are always welcome in studio courses. The diversity of background and uniqueness of vision they bring to courses enlivens and renews the ever expanding language of the visual arts. Studio courses offer students at Boston College a unique

opportunity to learn the skills and disciplines that will enable them to make works of art which most exactly and clearly express their thoughts and feelings about the world. The sequences of studio courses, which do not constitute official minors, are intended to help non-majors concentrate their vision and give the breadth and depth of experience necessary for future achievement.

Students should speak to the instructor to determine where they should begin in this sequence. Studio majors should work out the sequence of their courses in consultation with their department advisor.

Studio courses carry a lab fee. The lab fee is used by the University to help defray the costs of supplies, props, models, and other studio related expenses. Studios are open most nights and on Sundays for student use.

Graduate Program Description

Although the Fine Arts Department does not offer an advanced degree, undergraduate courses can be taken for graduate credit upon application to the department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

Fine Arts

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

FA 101 Art from Prehistoric Times to the High Middle Ages (Fall: 3)

This is the fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with Paleolithic cave art through the art of the medieval period. This course will examine some of the ancient material from an archaeological perspective, but its main emphasis will be on style and meaning in art. Assignments will include museum visits and study of significant works of art in greater Boston.

Pamela Berger

Kenneth Craig

FA 102 Art from the Renaissance to Modern Times (Spring: 3)

This is the fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art. The class meets for two slide lectures and one small discussion group per week. Assignments will include museum visits and study of significant works of art in greater Boston.

Kenneth Craig

Jeffery Howe

FA 103-104 Art History Workshop (Fall/Spring: 3)

Required for art history majors

The primary objective of this two-semester course is to expose the student to a series of problems in order that he or she may understand more fully the formal and technical aspects of works of art studied in the general survey of art history (FA 101-102). Critiques and discussions also try to develop greater aesthetic sensitivity.

Aileen Callahan

FA 107 History of Architecture (Fall: 3)

Satisfies Arts Core requirement

The evolution from pre-history to contemporary times of select examples of Western architecture is considered against the background of history, religion, societies, politics, psychology and technology.

Katherine Nahum

FA 108 Great Art Capitals of Europe (Spring: 3)**Satisfies Arts Core requirement**

It deals with selected works of painting, sculpture and architecture from the fifth-century golden age of Athens through the post-impressionism of nineteenth century Paris. The course will treat particular monuments in-depth, emphasizing their artistic styles, as well as the ideological and social contexts in which they were created. While looking at the art of the past, we will also consider how it has been interpreted by historians.

*Pamela Berger***FA 109 Aspects of Art (Fall/Spring: 3)****Satisfies Arts Core requirement**

In this course, we explore visual objects—paintings, prints, sculptures and buildings—which artists make to enrich our environment and expand our awareness of important issues. To get the artist's message, we learn the formal and aesthetic premises of visual language and the vocabulary of each medium. We then approach some of the major issues revealed and influenced by art: images of divinity, the effects of patronage, art as a political forum, the roles of women, racial imagery, art and science.

*Judith Bookbinder***FA 174 Islamic Art and Civilization (Fall: 3)****Satisfies Cultural Diversity Core requirement**

Islam, the religion revealed to the Prophet Muhammad in seventh-century Arabia, is the fastest growing religion in the world today, practiced by some one-fifth of the population around the globe. This course surveys the civilization that accompanied the spread of that religion over the past fourteen hundred years, with particular emphasis on art, architecture, literature, and society.

*Sheila Blair***FA 204 The Roots of Civilization: Ancient Near Eastern and Aegean Art (Fall: 3)**

The beginnings of civilization in Mesopotamia, Turkey and Iran, and the establishment of agriculture, writing, and urbanization, will be traced through art and monumental architecture, through to Egypt and Greece. From the Neolithic, themes of fertility, war, kingship and state, animal representations and sacrifice to the gods, permeate the early art of the Eastern Mediterranean region and affect the development of the art of classical Greece.

*Diana McDonald***FA 206 Art and Myth in Ancient Greece (Spring: 3)****Cross listed with CL 208****Satisfies Arts Core requirement**

This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.

*Gail Hoffman***FA 213 Introduction to Islamic Art and Architecture (Fall: 3)****Satisfies Cultural Diversity Core requirement**

This course examines the development of Islamic art and architecture through a variety of different approaches. In class, we will examine a dozen masterpieces of Islamic art and architecture and their settings. The examples are drawn from many media, arranged chronologically and spread geographically throughout the Islamic lands.

*Sheila Blair***FA 221 Early Medieval Art: Mysteries and Visions (Fall: 3)****Satisfies Arts Core Requirement**

This course will illuminate the art of the so-called Dark Ages, from about 200 AD to around the year 1000 AD. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and go on to a study of the Carolingian renaissance. The last part of the course will be devoted to the apocalyptic millennial art of tenth century Spain.

*Pamela Berger***FA 222 Art of the Later Medieval Art: Imagination and Imagery (Spring: 3)**

This course will look at the symbolism and the multiplicity of meanings in works of art from the Romanesque and Gothic world. We will study the various artistic styles of architecture, sculpture, and painting of the period, all the while treating the art in its intellectual and social context. We will pay particular attention to the new ways medieval men and women envisioned space and time, as well as God and nature.

*Pamela Berger***FA 231 Arts of the Italian Renaissance: Quattrocento (Fall: 3)****Satisfies Arts Core Requirement**

This course studies the art and architecture of the Italian peninsula in the fourteenth and fifteenth centuries, known as the Early Renaissance. We will consider the painting, sculpture and architecture of artists, such as Giotto, Brunelleschi, Donatello, Masaccio, Botticelli and Leonardo. We will focus on understanding art as a product of the society that produced it by comparing artistic developments in several artistic centers, including Florence, Siena, Rome, Venice, Urbino and Mantua. We will explore how their diverse political systems, cultures and social structures affected the development of art during this period of fertile artistic innovation.

*Stephanie Leone***FA 232 Northern Renaissance Art (Spring: 3)**

Painting in the Netherlands and in Germany in the fifteenth and sixteenth centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians.

*Kenneth Craig***FA 235 Arts of Persia (Fall: 3)**

Persia, also known as Iran, has one of the oldest civilizations in the world, stretching back at least five thousand years. This seminar introduces students to the myriad arts produced there, from the painted ceramics made by the first settlers through the glories of Persepolis and the building of sixteenth-century Isfahan, lauded in its time as half the world, to the posters used to foment revolution in the twentieth century.

*Sheila Blair***FA 238 Renaissance Art and Architecture in Florence (Fall: 3)**

This course studies painting, sculpture, and architecture in Florence before, during, and after the Renaissance, focusing on the years 1300 to 1575. Since we will be studying the art in its original location in Florence, our goal will be to understand artistic enterprise within the city's historical, social and cultural contexts. We will investigate why art was made and the message it was meant to convey.

Stephanie Leone

FA 250 Art and Archaeology of the Ancient Olympics (Fall: 3)
Cross listed with CL 250

In 2004 the Olympics will return to Greece where they originated around 776 B.C. This course focuses on such questions as the origin of ancient athletic contests, their effect on the development of Greek art, and their significance within ancient Greek culture. Using archaeological evidence from the religious sites of Olympia and Delphi, sculpture and vase paintings depicting athletics, we will consider how the ancient games played a role not only in Greek political and military matters but also in Greek religious life.

Gail Hoffman

FA 251 Modern Architecture (Spring: 3)
Satisfies Arts Core Requirement

This course charts the development of modern architecture from late eighteenth-century revival styles to modernism, post-modernism, and deconstructivist architecture. We examine the work of F.L. Wright, Gropius, Mies van der Rohe, LeCorbusier, Aalto, Louis Kahn, Venturi, and Gehry, among others, and explore how their work embodies social, political, and economic issues.

Katherine Nahum

FA 256 Impressionism and Neo-Impressionism (Spring: 3)

After an examination of the intellectual and artistic bases of Impressionism, we consider each of the eight Impressionist exhibitions against the social, political, and economic background. We follow these artistic currents into Neo-Impressionism on other, sometimes distant, countries.

Katherine Nahum

FA 257 Modern Art: Nineteenth Century (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Satisfies Arts Core Requirement

Beginning with art in the age of revolutions in France and America, we will study the movements of Neoclassicism and Romanticism. The evolving role of the academy will be studied, as well as independent movements such as Realism, Impressionism and Post-Impressionism. Artists to be studied include David, Goya, Turner, Monet, Van Gogh and Rodin.

Jeffery Howe

FA 258 Early Twentieth Century Art (Fall: 3)
Satisfies Arts Core Requirement

A survey of various artistic manifestations from 1900 to 1945 in Europe, with special emphasis on Fauvism, Cubism, Italian Futurism, German and Austrian Expressionism, Russian Suprematism and Constructivism, Dutch Neo-Plasticism, Dada and Surrealism.

Claude Cernuschi

FA 263 Arts in America (Fall: 3)

The nineteenth century was a time of turmoil and change as some Americans moved westward and others considered their connections to their European roots. American artists constructed Federalist portraits, Romantic landscapes, Neoclassical sculptures, Realist genre scenes, Luminist seascapes, and Documentary photographs to express who they were as individuals and as members of a new national community. This course traces the evolution of American painting, sculpture, and photography throughout the nineteenth century as American artists responded and contributed to the larger social, political, and cultural forces shaping the nation.

Judith Bookbinder

FA 264 Arts in America II (Spring: 3)

This course traces the transformation of two and three-dimensional American art in the context of the changing political, social, and cultural environment of the twentieth century. Beginning with

Precisionist and Expressionist interpretations of the modern world, the course will include Abstract Expressionism, Color Field and Hard Edge Abstraction, Pop and Op Art, Earthworks and Environmental Sculpture, Conceptual Art, and Neo-Expressionist Figuration among other developments.

Judith Bookbinder

FA 267 From Salt-Box to Skyscraper: Architecture in America Seventeenth-Twentieth Centuries (Fall: 3)**Satisfies Arts Core Requirement**

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available as a website on the Boston College Infoeagle.

Jeffery Howe

FA 285 Nineteenth and Twentieth Century Photographic History (Spring: 3)

This course looks at the evolution of vision and practice through a selected survey of the history, technology, and aesthetics of photography from the earliest experiments in the medium to the present day. We will focus primarily on photographic practice in Europe and the U.S. In this course, we will investigate the social, cultural, and political implications of the revolution of photography, paying critical attention to its manipulations within the contexts of entertainment, advertising, the state, science, journalism, modern and postmodern art.

The Department

FA 293 The Museum of Art (Spring: 3)

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the Middle Ages to their present form as public institutions. Topics include the function of the museum in its social context, the constituency of museums and their educational mission, the role of the university versus the public museum, philosophy of installation and care of collections, current problems of administration and financing, museum architecture as a reflection of changes in function, the art market, and questions of authenticity of works of art.

Nancy Netzer

FA 310 Puzzles and Problems in Renaissance Art (Spring: 3)

The course will focus on analyzing Renaissance works of art whose meanings remain the subject of modern scholarly debate. Through studying various interpretations of contested Renaissance paintings and sculpture, students will be exposed to a diversity of art historical methodologies and modes of criticism in their journey to solve these art historical puzzles.

Ross Bresler

FA 311 Greek Art and Archaeology (Fall: 3)**Cross Listed with CL 219**

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan, Crete, and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

FA 315 The Arts of Islamic Spain (Spring: 3)
Satisfies Cultural Diversity Core Requirement

From the eighth century through the fifteenth, Iberian cities such as Cordoba, Seville and Granada were the centers of a brilliant Arab Islamic civilization. This course will examine the extraordinary architecture and the decorative arts—including ivory and wood carving, metalwork, textiles, and manuscripts—produced in this period.

Jonathan Bloom

FA 356 Art Since 1945 (Spring: 3)

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post-Minimalism, Performance Art, Conceptual Art, Photo-Realism, Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.

Claude Cernuschi

FA 406 Independent Study III (Fall: 3)

Aileen L. Callahan

FA 451 Symbolism and Art Nouveau (Fall: 3)

This seminar will be an exploration of the parallels between the visual arts and literature of this era. The course will involve study of some of the most intriguing artists of the period, such as Gustave Moreau, Gauguin, Redon, Fernand Khnopff, Edvard Munch and Gustav Klimt. Corresponding themes in Symbolist literature will be examined to enlarge the context of the inquiry. Readings will include works by Baudelaire, Mallarme, Maeterlinck, J.-K Huysmans and Oscar Wilde. As Symbolism was truly a multidisciplinary movement, the sculpture of Rodin and Art Nouveau architecture and decorative arts will also be included.

Jeffery Howe

FA 454 Abstract Expressionism (Spring: 3)

An analysis of the artistic movement commonly called Abstract Expressionism and the New York School. Emphasis on gestural painting and color field with particular attention to issues of intellectual context, criticism and interpretation. Among the artists covered are Baziotes, Gorky, de Kooning, Kline, Pollock, Motherwell, Hofmann, Gottlieb, Rothko, Newman, Krasner, Still, Reinhardt, as well as lesser known figures such as Stamos, Pousette-Dart, Tworck, Tobey, and Tomlin. Attention shall also be given to sculptural manifestations of Abstract Expressionism in Smith, Roszack, Feber, etc.

Claude Cernuschi

FA 461 Frank Lloyd Wright (Spring: 3)

A seminar investigating the architecture of Frank Lloyd Wright. Arguably America's greatest architect, his career spanned eight decades, from the 1880s to the 1950s. We will explore his roots in the Shingle style and his experience as a young architect in Chicago, where he forged the Prairie Style. His evolving conception of architecture and urbanism in his later career will also be studied.

Jeffery Howe

FA 468 Reclusive Genius in a Complex World: Paul Cezanne (Spring: 3)

Offered On An Occasional Basis

From the early paintings of sexual violence, through the impressionist period, to the late paintings' magisterial resolution of conflict. Cezanne and his work will be considered in depth and in the context of society, history, criticism and contemporary and subsequent artistic practice.

Katherine Nahum

FA 499 Advanced Independent Research (Fall/Spring: 6)

Arts and Sciences students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. The application deadline is usually in the late fall of a student's junior year. See the Arts and Sciences section of this Catalog or contact the Dean's Office for a full description of the requirements.

The Department

FA 598 Teaching Assistantship (Spring: 3)

Burleigh Smith

Undergraduate and Graduate Course Offerings

FA 311 Greek Art and Archaeology (Fall: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan, Crete, and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

FA 327 Early Medieval Art in Ireland and Britain (Fall: 3)

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal work of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students of art history, history, medieval studies, and Irish Studies are encouraged.

Nancy Netzer

FA 332 The Age of Leonardo, Michelangelo and Raphael (Spring: 3)

The course begins with the High Renaissance, which was of brief duration (1500-1520) but whose artists, especially Leonardo, Michelangelo and Raphael, attained a level of creative accomplishment that served as a model for years to come. Some key themes include: the development of style, artistic competition, relationships between patrons and artists, the restoration of Rome, and comparisons with developments in Venice. The second part of the course will trace the development of art after Raphael's death in 1520, to understand how Michelangelo's art continuously evolved and how other artists reacted to the challenge of the High Renaissance.

Stephanie Leone

FA 342 Age of Rembrandt (Fall: 3)

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, Frans Hals.

Kenneth Craig

FA 347 Age of Baroque: Seventeenth Century Art in Italy (Fall: 3)

This course will study the painting, sculpture, architecture and urban development of Italy during the seventeenth century, called the Baroque. Since the characteristics of the period developed in Rome, we will concentrate on the abundant artistic projects in this city, dominated by the papacy. Particular emphasis will be placed on the relationship between artistic endeavors and powerful patrons,

many of whom were members of the Roman Catholic Church. We will study the art within its social and cultural context to understand how it served sacred and secular aims.

Stephanie Leone

FA 401 Seminar in Art Historical Research (Fall: 3)

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

Jeffery Howe

FA 403-404 Independent Work (Fall/Spring: 3)

This course may be given on an as-needed basis to allow students to study a particular topic not included in courses that are offered.

The Department

FA 453 Psychoanalytic Approches to Art (Fall: 3)

The focus of this seminar is on late nineteenth century artists such as Manet, Gauguin, Cezanne and Van Gogh and on those psychoanalytic ideas that have been, and have yet to be applied to art. Our particular concern is the lack of attention paid, as Meyer Schapiro and others have noted, to the historic, iconographic and stylistic context of artistic expression. We will explore how the formal means of the artist might be used toward a psychoanalytic interpretation.

Katherine Nahum

Film Studies

Undergraduate Course Offerings

FM 171 Filmmaking I (Fall/Spring: 3)

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting and editing are included. The course is also about film as a form of expression and communication. A class for beginners. Equipment is provided.

Michael Civille

FM 202 Introduction to Film Art (Fall: 3)

The basic course introduces essential concepts of film techniques, history, and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today.

Richard Blake, S.J.

FM 273 Filmmaking II (Spring: 3)

Prerequisite: Filmmaking I or permission of the instructor

Lab fee required

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.

The Department

FM 274 Digital Non-Linear Editing (Fall/Spring: 3)

Prerequisite: Departmental permission

Cross listed with CO 224

Limited to 10 students

See course description in the Communication Department.

James Ferguson

Carl Schmidt

FM 280 American Film History I: Early Years (Fall: 3)

The basic course introduces essential concepts of film techniques, history and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the

artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today.

Richard Blake, S.J.

FM 281 American Film History II: Studio Years (Spring: 3)

Satisfies Arts Core Requirement

During the period from the introduction of sound until the 1950s, eight large corporations controlled Hollywood film production and national distribution. A study of the films of Ford, Hawks, Welles, Hitchcock and Huston investigates the emergence of these key individual artists within the corporate structure of the industry. Their films are viewed in their social context, as reflections of changing mores, the Depression, and World War I.

Richard Blake, S.J.

FM 283 History of European Cinema (Fall: 3)

Satisfies Arts Core Requirement

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.

John Michalczyk

FM 301 Screenwriter (Fall/Spring: 3)

This course explores the role of the screenwriter in the film making process, from original story idea to the finished screenplay and film. Students learn about each of the elements of screenwriting, including structure, creating character, the role of dialogue in film, theme and message, genre, and rule breaking. Both individually and as a classroom project, students will read screenplays and analyze films to gain a better understanding of how those elements work in combination and contribute to the final project.

Drew Yanno

FM 303 Advanced Screenwriting (Fall/Spring: 3)

Prerequisite: FM 301

Limited to 15 students

This course is for students interested in writing for film. Students will apply the knowledge gained in FM 301 to write their own screenplays. Film Studies majors and minors will be given preference in enrolling. Students will select an idea for a film and transform that idea into a story suitable for the screen. Students will examine critically each other's ideas/stories and move on to outline their script.

Drew Yanno

FM 312 World Cinema (Spring: 3)

This course provides the opportunity for students to explore films from regions other than Europe and North America. Films of Asia, Africa or the Middle East, will serve as a focus for the course. Special attention is given to the social, economic, cultural, and political contexts from which these films arise, both in the country of origin and in the West.

Bo Smith

FM 380 Latin American Cinema (Spring: 3)

This course will focus on contemporary film of Latin America from the Sixties to the present. It will study diverse issues (political, cultural, literary, social, gender, religious) of several Latin American countries. These films will be shown to stand in strong contrast to the traditional and often stereotypical image of Latin America and Hispanics fabricated by Hollywood.

John Michalczyk

FM 381 Propaganda Film (Spring: 3)

This course introduces the student to various forms of propaganda usage during the twentieth century, primarily during wartime.

It will present in a modified chronological order, the mind-set and values of governments in crises periods. On a personal level, the course will offer the student the occasion to see several sides of an issue and help in determining one's own perspective on the situation.
John Michalczyk

FM 382 Documentary Film (Fall: 3)

The aim of this course is to provide a history of the evolution of the documentary film, as well to develop a critical skill in interpreting documentaries. It will begin with the origins of the documentary in the works of pioneer Robert Flaherty and Russian filmmaker Dziga Vertov, and conclude with socio-political documentaries made for PBS television. There will be some emphasis placed on documentary production for students interested in producing their own works.
John Michalczyk

FM 384 History and Art History into Film (Spring: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design and the making of production boards. Each student will undertake a research project related to the props, costumes, or architectural settings that are needed for the creation of a specific historical film.

Pamela Berger

FM 391 American Film Genres (Fall: 0)

This course will provide a critical method of analyzing the film genres that were characteristic of the American film from the introduction of sound in the 1950s. It will include such topics as the Screwball Comedy, the Western, the Musical, the Gangster Film, the Film Noir, and the Horror Film.

Richard Blake, S.J.

FM 392 History of American Film III: Post-Classical Period (Spring: 3)

After the court-mandated demise of the old studio system beginning in 1948, the industry entered a period of independent production, media conglomerates and television production. A survey of historiographical methods addresses the problems of creating a film history that accounts for these ongoing changes in the industry. The films of Scorsese, Coppola, Allen, Altman and DePalma illustrate the response of the post studio generation to the new realities of Hollywood and its audiences.

Richard Blake, S.J.

FM 440 Independent Study (Fall: 3)

John Michalczyk

Studio Arts

Undergraduate Course Offerings

FS 101 Drawing I: Foundations (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Lab fee required

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art.

Mary Sherman

Michael Mulhern

Andrew Tavarelli

Khalid Kodi

John Steczynski

FS 102 Painting I: Foundations (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Lab fee required

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying. Students are expected to paint in class as well as at home. Critiques, slide lectures, and museum visits are integral parts of the course. This course incorporates historical components and writing assignments.

Mary Armstrong

Alston Conley

Khalid Kodi

Mary Sherman

FS 103 Drawing: Issues and Approaches (Fall: 3)

This course is required for Studio majors and minors, and other serious students with previous drawing experience are encouraged to take this. This is not a Core course.

This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of materials, tools and methods. Practical exercises include working from the live model, scenarios, memory and the imagination. Students develop skills and confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses. Discussion and group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.

Michael Mulhern

John Steczynski

FS 141-142 Ceramics I and II (Fall/Spring: 3)

Lab fee required

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

Mark Cooper

FS 161 Photography I (Fall/Spring: 3)

Lab fee required

This course is an introduction to black and white photography. Topics to be covered include exposure, film development, printmaking and mounting for exhibition. Class time will be devoted to slide lectures on the work of historical and contemporary photographers, critiques of student work, and darkroom demonstrations. Emphasis will be placed on helping each student realize a personal way of seeing. Students will have weekly shooting and printing assignments. Please bring camera to first class.

Karl Baden

Charles Meyer

Sharon Sabin

FS 203 Drawing II: Perspective and Tone (Fall: 3)

Prerequisite: FS 101 or permission of the instructor

Lab fee required

A skills course that uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the freehand rendering of primarily

geometric objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation through applied perspective and modeling and shading in a variety of media.

John Steczynski

FS 204 Drawing III: Introduction to the Figure (Spring: 3)

Prerequisite: FS 203 or permission of the instructor

Lab fee required

The course uses a sequence of observation and analytical problems focusing on elements and aspects of the human body to lead to working from the live model. Expressive and experimental approaches are encouraged.

John Steczynski

FS 206 Large Scale Drawing in Another Dimension (Spring: 3)

Prerequisite: FS 101 or permission of instructor

Beginning where Drawing I leaves off with the issue of scale, this course will investigate the problems of the miniature and the gigantic, the sketch and the cartoon. Through a theme or series of drawings, students will be encouraged to explore individual directions in relation to subject matter and personal intent. Critiques, discussions and slide presentations are an integral part of the studio sessions and students are expected to participate in these. Significant work outside of class will be expected.

Michael Mulhern

FS 223 Painting II and III (Fall/Spring: 3)

Prerequisites: FS 101-102 or permission of the instructor

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques, and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

Mary Armstrong

FS 225 Watercolor I (Fall: 3)

Lab fee required

Previous drawing experience is recommended.

Students are introduced to the painting materials and techniques of watercolor. Assignments in class are designed to expand the student's visual thinking. Class time includes painting from still life, the figure and landscape, critiques and slide presentations.

Andrew Tavarelli

FS 226 Colored Works on Paper (Spring: 3)

Lab fee required

This course is an introduction to and exploration of various color media on paper. We will use watercolor, pastel, oil stick, ink, crayon and colored pencils. We will investigate each of these medium's particular characteristics and expressive potential. The link and continuity between abstraction and observation will be stressed.

Mark Cooper

Andrew Tavarelli

FS 248 Computer Aided Drafting and Design (Fall/Biennially: 3)

Cross listed with CT 248/CO 248

See course description in the Theater Department.

Crystal Tiala

FS 261 Photography II (Fall/Spring: 3)

Prerequisite: FS 161 or permission of the instructor

Lab fee required

This course is for students with a strong commitment to photography as a creative discipline. The class will emphasize understanding and mastering the aesthetic and technical relationships among

light, film, and camera, as well as the development of a personal photographic vision. The class will serve as a forum for critiquing work, for presenting historical and contemporary movements in photography and the development of a visual literacy, and for demonstrating photographic processes and equipment.

Charles Meyer

FS 267 Experimental Photography (Spring: 3)

Prerequisite: FS 161 or permission of the instructor

Lab fee required

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside class will be expected.

Karl Baden

FS 276 Art and Digital Technology (Fall/Spring: 3)

Cross listed with CO 204

See course description in the Communications Department.

Karl Baden

FS 325 Studio/Contemporary Issues (Spring: 3)

Requirement for Studio Art minors

This course comprises hands on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual thinking. Students are expected to work in a medium of their choice with which they are familiar. Students are expected to produce a body of studio work and to make an oral presentation that situates their work in relation to the topics under investigation.

Michael Mulhern

FS 352 Stage Design I (Spring: 3)

Cross listed with CT 352

Crystal Tiala

FS 498 Senior Project (Fall: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.

Andrew Tavarelli

FS 598 Teaching Assistantship (Fall/Spring: 3)

Cross listed with CT 352

Adam Bush

Michael Civile

Undergraduate and Graduate Course Offerings

FS 301-302 Drawing IV and V: Figure (Fall/Spring: 3)

Prerequisite: FS 204 or permission of the instructor

Lab fee required

The course uses the human figure to expand the student's abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation—seeing the figure as a component within a total composition.

John Steczynski

FS 323 Painting IV: Landscape (Fall: 3)

Prerequisites: FS 223-224 or permission of the instructor

Lab fee required

Nature and landscape will provide us with painting imagery throughout the semester. Students will paint directly from the local

landscape and these paintings will serve as source material for large-scale studio paintings. This class is designed for advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. Students will be encouraged to develop a personal vision and are free to work abstractly or representationally.

Elizabeth Awalt

FS 324 Painting V: Figure (Spring: 3)

Prerequisites: FS 223-224 or permission of the instructor

Lab fee required

This advanced painting course introduces the student to the concept of extracting and abstracting images from life most notably from the figure. Students will strengthen their observational and technical skills by painting directly from the model. As the semester advances students may incorporate additional figurative imagery, culled from photographs and media imagery, into their paintings. At the conclusion of the semester the figure in the landscape may be introduced. It is assumed that students are working towards developing a personal vision upon entering this class and they will be free to work either representationally or abstractly.

Andrew Tavarelli

FS 385-386 Independent Work I and II (Fall/Spring: 3)

Prerequisite: Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 473 Senior Project II (Spring: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the department and evaluated by departmental review.

Andrew Tavarelli

FS 485-486 Independent Work III and IV (Fall/Spring: 3)

Prerequisite: Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

Geology and Geophysics

Faculty

George D. Brown, Jr., *Professor Emeritus*; B.S., St. Joseph's College; M.S., University of Illinois at Urbana; Ph.D., Indiana University

James W. Skehan, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

John F. Devane, S.J., *Assistant Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

Emanuel G. Bombolakis, *Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

John E. Ebel, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

J. Christopher Hepburn, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

David C. Roy, *Professor*; B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; Chairperson of the Department; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Kevin G. Harrison, *Assistant Professor*; B.A., Brown University; M.S., Scripps Institute; M.Phil., Ph.D., Columbia University

Gail C. Kineke, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., University of Washington

Departmental Notes

- Administrative Secretary: Angelina Di Pietro, 617-552-3641 or 3640, dipietro@bc.edu
- Director of Undergraduate Studies: Dr. Kevin G. Harrison, harriskg@bc.edu
- Director of Graduate Studies: Dr. John E. Ebel, ebel@bc.edu
- Department Chairperson: Dr. Alan L. Kafka, kafka@bc.edu
- World Wide Web: <http://www.bc.edu/geology>

Undergraduate Program Description

An undergraduate in the Department of Geology and Geophysics may develop a major program in one of the Department's four majors: Geology, Geophysics, a combination of Geology and Geophysics, or Environmental Geosciences. Within the constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in the earth sciences for a variety of reasons including: (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory for post-graduate work in environmental studies, resource management, environmental law, or similar fields where such a background would be useful, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences.

Geologists, geophysicists, and environmental scientists study the earth's complex systems and interrelations among the solid earth, the hydrosphere, the biosphere, and the atmosphere. Students trained in the earth sciences can look forward to exciting and rewarding careers, as society will require ever larger amounts of energy and natural resources in the twenty-first century, and at the same time, face increasing environmental problems and concerns. The department provides students with the skills and varied background needed to address these problems. Earth scientists are naturally interdisciplinary and use science to solve real problems. Today's earth scientist can choose to work in the field in almost any area of the world, or in ultra-modern laboratories equipped with the latest computing equipment, or commonly in some combination of these.

Whether exploring for petroleum thousands of feet below the surface of the ocean, using geophysics to better understand earthquakes in relation to city or emergency planning, or working with governmental agencies or industry to analyze pollution, the earth sciences provide exciting possibilities.

Department Honors Program

Any major in the department may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made in the spring of the junior year. Each applicant must have a faculty advisor to supervise a proposed research project. Honors will be awarded upon the following: (1) successful completion of a thesis based upon the proposed

research project as evaluated by the faculty advisor, and (2) approval of the thesis and the candidate's academic record by the Undergraduate Program Committee.

Students in the department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the departmental Undergraduate Program Committee.

Minor in Geology and Geophysics

In addition to the four major programs, a student may choose to minor in the Department. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the earth sciences without the formal commitment of a major. Students interested in declaring a minor in the Department are urged to see Professor Kevin G. Harrison, departmental advisor for this program, as early in their undergraduate careers as possible.

A minor in the Department of Geology and Geophysics consists of a minimum of six (6) courses in the department structured as follows:

(A) Two required courses:

- Exploring the Earth I: Origin and Systems (GE 132) and lab
- Earth Materials (GE 220) and lab

(B) Two additional departmental courses numbered 100 or higher

(C) One additional departmental course numbered 200 or higher

(D) One additional departmental course numbered 300 or higher

With the exception of GE 132 and GE 220, which are required for all minors, a higher numbered course can be substituted for a lower-level course. Each student's minor program must be approved in advance by the faculty advisor in the Department of Geology and Geophysics. Students should be aware that many upper-level courses have prerequisites in geology, mathematics, physics, or chemistry. Consult the Boston College Catalog or the departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program.

The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in geology and geophysics.

Major Requirements: Environmental Geosciences

This program serves as an excellent major for students who wish to concentrate in the sciences, but who may not be looking toward professional careers as scientists, as well as for students planning graduate work in environmental studies.

Students concentrating in Environmental Geosciences should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area. Students in this major must complete the following course requirements: A total of ten courses in the Department of Geology and Geophysics, no more than four of which may be at the 100-level. These courses must include:

(A) Each of the following four courses:

- Environmental Geosciences I (GE 167)
- Exploring the Earth I: Origin and Systems with laboratory (GE 132-133*)
- Earth Materials with laboratory (GE 220-221)
- Environmental Geology with laboratory (GE 250-251)

*GE 115 or GE 197 plus laboratory (GE 133) may substitute for GE 132-133 upon petition to, and approval by, the departmental Undergraduate Program Committee.

(B) Two courses from among the following:

- Exploring the Earth II: Structure and Internal Processes (GE 134)
- Geologic Hazards of Volcanoes, Landslides, and Earthquakes (GE 143)
- Oceanography I and/or II (GE 157 and/or GE 160)
- Environmental Geosciences II (GE 168)
- Weather, Climate, and Environment (GE 172)
- Global Warming (GE 175)
- Geoscience and Public Policy (GE 187)
- Stratigraphy and Sedimentation (GE 264)

(C) At least two courses from among the following:

- Environmental Hydrology (GE 297)
- Geochemistry (GE 302)
- Petrology I (GE 372)
- Petrology II (GE 374)
- Environmental Geochemistry (GE 392)
- Statistical Analysis of Scientific Data (GE 398)
- River and Lake Environments (GE 400)
- Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (GE 410)
- Biogeochemistry of the Habitable Planet (GE 465)
- Geographical Information Systems (GIS) (GE 480)
- Coastal Processes (GE 535)

(D) These electives may include courses in the department numbered 300 or above to be chosen by the student with his or her advisor, or they may include courses from outside the department, approved by the departmental Undergraduate Program Committee, such as the following:

- Environmental Biology (BI 209)
- Coastal Field Ecology (BI 443)
- Environmental Economics (EC 378)
- Environmental Law (PO 307)

(E) A full year (two semesters) of another laboratory science in chemistry, physics, or biology from among the following: Chemistry (CH 109-110 with laboratory CH 111-112) or (CH 117-118 with laboratory CH 119-120); Physics (PH 183-184 with laboratory PH 101-102) or (PH 209-210 with laboratory PH 203-204) or (PH 211-212 with laboratory PH 203-204); or Biology (BI 200-202 with laboratory BI 210-211).

Students are encouraged to take additional courses in mathematics (particularly calculus), chemistry, physics, and biology. Therefore, one semester of a laboratory science in addition to (E) above, or Calculus (MT 101 or MT 103), may be counted as one of the electives in (D) above. Other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to, and approval by, the departmental Undergraduate Program Committee.

Information for First Year Environmental Geoscience Majors and Non-Majors

For those students who would like to explore the major in Environmental Geosciences, it is suggested that Environmental Geosciences I (GE 167) be taken during the first year and that Exploring the Earth I: Origins and Systems (GE 132) be taken during the second year. Environmental Geosciences I and II will satisfy the Core requirement in Natural Sciences.

For example, Environmental Geosciences majors should take the following courses:

Environmental Geosciences I: Resources and Pollution (GE 167), fall semester, first year. Exploring the Earth I: Origins and Systems (GE 132), may be taken either freshman or sophomore year. The laboratory science requirement (E above) may be taken in either freshman or sophomore year.

Major Requirements: Geology

Students majoring in Geology need to complete the following courses, with a total of ten (10) courses in the department:

(A) Students majoring in Geology must take the following seven (7) courses:

- Exploring the Earth I and II (GE 132-134) with laboratories (GE 133-135)
- Earth Materials (GE 220)
- Stratigraphy and Sedimentation (GE 264)
- Petrology I and II (GE 372 and GE 374)
- Structural Geology I (GE 285)

(B) At least three (3) additional electives (with a minimum of two numbered 300 or above) in the department to bring the total number of departmental courses to ten (10).

(C) Also required is a minimum of:

- Two semesters of Calculus (MT 102 and MT 103) or their near equivalent (MT 100, MT 101)
- Two semesters of Physics using Calculus (PH 209-210 or PH 211-212)
- Two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118)

(D) The department strongly advises that mathematics courses beyond MT 103 be taken such as those required for the Geology-Geophysics major listed below. Also recommended is a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300-level department electives upon written approval of the departmental Undergraduate Program Committee prior to taking the field course.

Elective courses both within and outside the department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

Information for First Year Geology Majors

The following courses are recommended for first year majors, if their schedules permit: Exploring the Earth I and II with laboratories (GE 132 and GE 134), General Chemistry with laboratories (CH 109-110 or CH 117-118), and Calculus (MT 102-103).

Major Requirements: Geophysics

Students majoring in Geophysics need to fulfill the following course requirements:

(A) Students must take the following four (4) courses:

- Exploring the Earth I and II with laboratories (GE 132 and GE 134)
- Earth Materials (GE 220)
- Structural Geology I (GE 285)

(B) Four (4) courses from the following list, with at least two (2) in Geophysics*:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)
- Exploration Seismology (GE 655)
- Engineering Geology (GE 470)

- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

*A geology or geophysics summer field camp may be substituted for one of the courses in (B) above.

(C) Two (2) additional electives approved in advance by the student's advisor.

- The two (2) may be in departmental courses numbered 400 or above, or in advanced courses in physics or mathematics beyond those required below.
- This requirement may be fulfilled by a combination of courses, such as one (1) advanced departmental course and one (1) advanced physics course.

In addition to the required courses listed above, the outside science requirements for the Geophysics major are as follows:

- One year of Chemistry with laboratory (CH 109-110 or CH 117-118)
- Calculus through MT 305 (usually MT 102, 103, 202 and 305)
- Introduction to Physics with Calculus (PH 209-210 or PH 211-212)

Courses in computer science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by, the departmental Undergraduate Program Committee.

Information for First Year Geophysics Majors

The following courses are recommended for First Year Geophysics majors, if their schedules permit: Exploring the Earth I and II (GE 132 and GE 134) with labs, General Chemistry (CH 109-110 or CH 117-118) with labs, and Calculus (MT 102-103).

Major Requirements: Geology-Geophysics

This major combines elements of both the Geology and the Geophysics programs and is considered excellent preparation for those working toward graduate school or employment in industry following graduation with a B.S. degree.

(A) Students majoring in Geology-Geophysics will meet the following course requirements:

- Exploring the Earth I and II (GE 132 and GE 134) with laboratories
- Earth Materials (GE 220 with GE 221)
- Stratigraphy and Sedimentation (GE 264)
- Structural Geology I (GE 285)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)

(B) Three (3) courses from the following list, with at least one in geophysics, approved by the student's advisor:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Exploration Seismology (GE 655)
- Biogeochemistry of the Habitable Planet (GE 465)
- Engineering Geology (GE 470)
- Geographical Information Systems GIS (GE 480)
- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

(C) Each of the following:

- Two semesters of Chemistry with laboratories (CH 109-110 or CH 117-118)
- Calculus through MT 305 (usually MT 102, 103, 202, and 305)

- Introduction to Physics with Calculus (PH 209-210 or 211-212)

Courses in computer science and a summer field geology course are highly recommended in the elective program, as is a senior year research project.

The student should plan a program in consultation with his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

Information for First Year Geology-Geophysics Majors

The following courses are recommended for First Year Geology-Geophysics majors if their schedules permit: Exploring the Earth I and II (GE 132 and GE 134) with laboratories, General Chemistry (CH 109-110) with laboratories, and Calculus (MT 102-103)

Fulfilling the Core Requirements

Core courses in the department are designed to give non-science majors an introduction to various aspects of the earth's history and dynamics. The course offerings include a wide variety of subjects and approaches that reflect the breadth of the earth sciences. This variability provides maximum freedom of choice for introductory students. All courses presume no prior knowledge of the science and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. GE 115, 125, 132, 134, 180 and 197 are courses that provide insight into the wide scope of geological subjects; the other Core offerings cover more specific sub-fields, like Oceanography, Planetary Geology, Astronomy, Evolution, etc. Students wishing to find out more about Geology and Geophysics Core courses should call the department at 617-552-3640 (Devlin Hall 213) or see Professor Kevin Harrison (Devlin Hall 318).

Information for Study Abroad

Our Department strongly encourages students to take advantage of study abroad opportunities and programs. An Earth Scientist can never see too much of our planet or too many rocks. Since the Department has four majors, the prerequisites for study abroad vary with each individual major. Depending upon the student's study plan and the courses available at the foreign school, the Department can be quite flexible. Most importantly, students should work out their program well in advance (a year ahead is not too early) with a departmental advisor or the Undergraduate Program Committee. Professor Kevin G. Harrison is the current head of this committee.

There are no departmental prerequisites for studying abroad. However, students should try to complete the basic courses for their major before travelling abroad so that they may take full advantage of their foreign experience and are able to take courses abroad that they do not have the opportunity to take at Boston College. In general, students in any of our majors should complete GE 132, GE 220, and a year of Chemistry, Physics or Biology before they go abroad. Environmental Geoscience majors should also have taken GE 167 and Geology, Geophysics or Geology/Geophysics majors should have completed a year of calculus.

There is no limit on the number of courses that can be approved toward the major as long as the courses are approved in advance by the departmental Undergraduate Program Committee, the Foreign Study Advisor (Prof. J. Christopher Hepburn), or the department Chairperson. Whether courses from foreign institutions will be counted toward the major depends entirely upon the school they are attending and the offerings at that particular university. Courses taken abroad are generally applied toward major elective credit.

The Department believes strongly that an abroad program is very worthwhile, exposing students to not only other cultures, but other physical environments and geological situations. The Department will try to be as flexible as possible to allow students the opportunity to study abroad. Based upon prior student experience, the Department particularly recommends programs in Ecuador and Australia. Students should contact Professors Hepburn or Harrison to plan their semester or year abroad.

Graduate Program Description

Master of Science

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in geology, geophysics, and environmental areas and the other sciences and mathematics. Multidisciplinary preparation is particularly useful for students seeking future employment in industry.

The Department, with approximately twenty-five graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the earth sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists in industry, oil exploration or government service, or continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in geology, geophysics, and environmental subjects.

Research in the department covers a broad range of topics, including: coastal and estuarine processes, physical sedimentation, earthquake and exploration seismology, structural geology, igneous and metamorphic petrology and geochemistry, global change geochemistry, interpretative tectonics, groundwater hydrology, and environmental geology and geophysics.

The Department offers a number of Teaching and Research Assistantships.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required, and we strongly encourage a subject GRE in the applicant's undergraduate area of concentration. Applications may be made at any time, however, to be assured of consideration for September admission, they must be received by May 1. Applications from those applying for financial aid and assistantships for September need to be completed by February 1. Later applications will be considered for financial aid if funding is available.

M.S. Degree Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program

assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed two-semester (or equivalent) courses in calculus, physics, and chemistry.

A minimum of ten courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (GE 801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in Departmental courses, as well as in all undergraduate courses (0-299) in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. Three copies of the thesis are required upon completion of the research. Two unbound copies are presented to the Graduate School of Arts and Sciences and one bound copy to the Department.

Dual Degree Program (M.S.-M.B.A.)

In conjunction with the Carroll Graduate School of Management at Boston College, the Department of Geology and Geophysics offers interested students the opportunity to participate in the combined M.S.-M.B.A. degree program. Completion of this program leads to the awarding of both degrees. This program is excellent preparation for careers in industrial or financial geoscience management, including areas such as the environmental and petroleum industries, natural hazard assessment, and natural resource evaluation and investment.

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students in this program commonly take their first year entirely within the Department of Geology and Geophysics. During the first summer, the student is expected to begin work on a research M.S. thesis that may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management and the third year is split between both programs. Corporate internships are encouraged.

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Geology and Geophysics for information and application materials to both programs (please indicate you are interested in the Dual Degree Program). The deadline for admission to the Department of Geology and Geophysics is February 1, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is April 1.

The second option is for students to apply and be accepted to the M.S. program in Geology and Geophysics. During the spring of their first year, after consultation with their academic advisor, the student may then choose to apply to the Carroll Graduate School of Management for admission into the dual degree M.S.-M.B.A. program.

Further information on this program and application materials may be obtained from Professor John E. Ebel, Director of Graduate Studies, Department of Geology and Geophysics, Devlin Hall 213, Boston

College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

Master of Science in Teaching

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Geology and Geophysics. It requires admission to both the Lynch School of Education and the Department of Geology and Geophysics. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills. For those candidates without prior teaching experience, a thirty-six credit minimum M.S.T. degree program is required, in which at least five courses are in earth sciences, five courses in education, and six credits are for supervised internship teaching. For experienced teachers, a thirty credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least five courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as those for the M.S. degree program. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., refer to Master's Programs in Secondary Teaching in the Lynch School of Education or call the Office of Graduate Admissions, Lynch School of Education, at 617-552-4214.

M.S.T. Degree Requirements

The five required courses in the earth sciences must be chosen from among the following: two courses from Exploring the Earth I and II or Structural Geology I, and one course from each of the following groups: (1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology I or II, Environmental Geology, Environmental Chemistry, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts: one part is oral in the earth sciences, and the other part is given by the Lynch School of Education.

Cooperative Program

The department is part of a cooperative program with the Department of Geology at nearby Boston University, as well as the Civil Engineering Department at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College, but are available at Boston University or Tufts. A list of courses is available in the Department.

Weston Observatory

See description in the About Boston College section of this catalog.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

GE 115 Planet Earth I (Fall/Spring: 3)

Corequisite: GE 116

Satisfies Natural Sciences Core Requirement

This course explains basic processes that control the development of our only home, Planet Earth and its environment. Lecture topics include field examples illustrating how geologic history is deciphered, the problem of global warming, origin of deserts and glaciers, and how plate tectonics produces earthquakes, volcanos, and mountain belts. These lecture topics are illustrated with videos in the A/T laboratory, such as the development of the Alps.

E. G. Bombolakis

GE 125 Planet Earth II: Exploring Earth History (Spring: 3)*Corequisite:* GE 126**Satisfies Natural Sciences Core Requirement**

The story of Earth's 4.6 billion year evolution. Explore the growth of continents and ocean basins through time, plate tectonic movements expressed in earthquakes, volcanoes and formation of mountains, the assembly and break-up of supercontinents and their effect on climate and life, formation and melting of continental glaciers, and impacts on life including humans. Two hours of lecture per week. A weekly two-hour lab will give students hands-on experience. Field trips to New York and Cape Cod allow students to observe and collect fossiliferous rocks and to tell an interesting story in a field trip report.

*Kenneth G. Galli***GE 132 Exploring the Earth I: Origin and Systems (Fall: 3)***Corequisite:* GE 133**Satisfies Natural Sciences Core Requirement**

Unravel Earth's mysteries as you learn about its geological processes, including climate change, minerals, rocks and the processes that form them, plate tectonics, volcanoes, methods for determining geological history and origins of Earth. Field trips to caves, Boston Harbor, and upstate New York will help you interpret and explain geology and show how geological discoveries influence public policy.

*Kevin G. Harrison***GE 134 Exploring the Earth II: Structure and Internal Processes (Spring: 4)***Corequisite:* GE 135**Satisfies Natural Sciences Core Requirement****May be taken without GE 132**

In this course, we will explore the structure and internal processes of Planet Earth. The course is designed for majors and minors in the Department of Geology and Geophysics, as well as for other science majors or for anyone interested in a thorough coverage of topics in the geological sciences. Topics include the following: seismology and the earth's interior, the earth's magnetic field, the earth's gravitational field, earthquakes, and plate tectonics.

*Alan Kafka***GE 143 Geologic Hazards of Volcanoes, Landslides, and Earthquakes (Spring: 3)****Satisfies Natural Sciences Core Requirement**

A review is given during the first several weeks of basic principles, origins of common earth materials, and of plate tectonics in preparation for analyses of geologic hazards. The analyses will include disasters such as the loss of almost the entire population of Martinique by volcanism in 1902, major landslides in California and Alaska, recent major earthquakes, as well as the prediction of earthquakes in California and the eastern United States.

*E.G. Bombolakis***GE 146 Origin and Evolution of Life on Earth (Fall: 4)***Corequisite:* GE 147**Satisfies Natural Sciences Core Requirement**

The course makes extensive use of the Internet as a learning resource.

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist, A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the Natural Sciences touch upon this topic. The course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules, and the search

for life on other planets. The lab/discussion section (GE 147) emphasizes both basic paleontology and environmental evolution including the study of fossils as a record of how life has evolved on earth.

*Paul K. Strother***GE 150 Astronomy (Fall: 3)****Satisfies Natural Sciences Core Requirement**

Astronomical observations and theories date back to before the beginning of recorded history. The development of astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. This survey course covers many of the exciting recent advances in astronomy. Emphasis is on large-scale concepts and on how we know what we know about our universe, stars, and to some extent, planets and other bodies of our solar system.

*The Department***GE 157 Oceanography (Fall: 4)***Corequisite:* GE 158**Satisfies Natural Sciences Core Requirement**

This course is an investigation of the world's ocean as an integrated system driven by geological, chemical, physical and biological processes. Topics include: origin and evolution of the ocean basins, nature of the sea bottom, characteristics of ocean water, and causes and effects of ocean currents and circulation. An understanding of the ocean's role in the health and evolution of the planet is stressed with special emphasis on coastal areas and the animal and plant life in the sea.

*Gail C. Kineke***GE 167 Environmental Geosciences I: Resources and Pollution (Fall/Spring: 3)****Satisfies Natural Sciences Core Requirement**

Technology and population growth are causing us to alter our planet at rates much faster than the geologic time it commonly needs to recover from our use and abuse. We will explore areas in which the human species is affecting the Earth's long-term physical-chemical system by consuming and polluting its vital resources. The focus will be on geological issues critical to planning for a sustainable future. Topics, geared for the non-science major, include: population, future water supplies, urban/industrial pollution, acid rain, ozone depletion, and meeting our energy needs.

*Judith Hepburn***GE 168 Environmental Geosciences II: Earth Processes and Risk (Spring: 3)****Satisfies Natural Sciences Core Requirement****This course may be taken independently of GE 167.**

This course emphasizes the ways in which humans interact with natural processes operating on and within the Earth that create hazards for us. Subject matter will include volcanoes and earthquakes and the geologic processes that create them, river and coastal processes and their flooding landslides, long and short-term climate changes, and events that might cause the extinction of life itself. Emphasis will also be on risk assessment and mitigation on human alterations to natural systems that increase the likelihood and cost of natural hazard events.

*Judith Hepburn***GE 172 Weather, Climate and the Environment (Fall: 4)***Corequisite:* GE 173**Satisfies Natural Sciences Core Requirement**

The earth's atmosphere is a dynamic system, causing weather changes daily, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer. This course examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and internet websites.

The effects of ocean temperatures, El Niño, the extent of the earth's ice caps, and volcanic eruptions on the long-term weather patterns are described, and man-made environmental effects such as the greenhouse effect and ozone holes are explored.

John E. Ebel

GE 175 Global Warming (Spring: 3)

Satisfies Natural Sciences Core Requirement

This course explores the theory of global warming in its entirety, for students at all levels. Topics include: factors that govern climate change, climates of the past, modeling the climate, impacts of climate change, relevance, weighing the uncertainty, and actions to slow and stabilize climate change. Students will ultimately integrate what they have learned with how they choose to think and act. Course combines fields as diverse as chemistry, geology, environmental science, ecology political science, economics, psychology and physics.

Kevin G. Harrison

GE 177 Cosmos (Spring: 3)

Satisfies Natural Sciences Core Requirement

We are in the process of exploring the solar system, our galaxy and the universe. The results from recent manned and unmanned space programs will be used to help develop models for the formation and evolution of our solar system and each of its planets. We will effectively build the solar system from scratch. The question of life on other planets, particularly Mars, will also be discussed. Throughout the course, the fundamentals of how science works will be emphasized.

J. Christopher Hepburn

GE 180 Introduction to Earth Science I (Fall: 3)

Corequisite: GE 181

Satisfies Natural Sciences Core Requirement

Course is designed to introduce the non-science student to a variety of topics in the geosciences. The nature of scientific inquiry is examined, with emphasis on ancient processes that formed the oceans and continents, on present-day processes that cause earthquakes and volcanos, and on how the earth compares with other planets in the solar system. Topics include the age of the earth, minerals, rocks, properties of the earth's interior, geologic processes, earthquakes, volcanoes, plate tectonics, and the solar system.

Alan L. Kafka

GE 182 Introduction to Earth Science II (Spring: 3)

Corequisite: GE 183

Satisfies Natural Sciences Core Requirement

This is the second semester of GE 180. It may be taken without the first semester.

The Department

GE 187 Geoscience and Public Policy (Spring: 3)

Corequisite: GE 188

Satisfies Natural Sciences Core Requirement

In this course, we will explore case studies that demonstrate the role of the earth sciences in addressing problems of public policy. For each case study, students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and public statistics in the decision making process.

Alan Kafka

GE 192 Earth Under Siege (Fall: 3)

Prerequisite: High school chemistry

Satisfies Natural Sciences Core Requirement

The course offers an introduction to the understanding of the atmosphere that surrounds us and the human activities that are

affecting it. The fundamental concepts of the nature and scope of atmospheric environmental problems are introduced, including the behavior of common gases, simple chemical processes in the environment, and the properties of light and heat. Key pollution issues are addressed in terms of their local, regional, and global implications. Physical and chemical principles are placed in the perspective of real world events, and everyday experiences are used to illustrate some of these principles.

Rudolph Hon

GE 197 The Dynamic Earth (Spring: 3)

Satisfies Natural Sciences Core Requirement

This course explores the geological dynamics of the Earth and its surface and subsurface processes. These processes produce short-term changes such as landslides and fault displacements and long-term processes that move the tectonic plates. Over billions of years these processes have made Earth as we know it. They have produced the natural resources that we now exploit but they have also presented us with hazards.

David C. Roy

GE 250 Environmental Geology: Environmental

Characterization and Assessment—Regulatory and Statutory

Approach (Spring: 4)

Prerequisites: GE 132-133 or equivalent

Corequisite: GE 251

The course focus is on quality of ground and surface waters within the watershed boundaries. Concepts of chemical aqueous equilibria, chemical weathering, changing chemical and mineralogical composition inside the watershed systems will be introduced and discussed. Contaminations of natural waters will be assessed in the context of toxicity and risk, regulatory requirements and statutory limits. Practical field and laboratory exercises will introduce methods for environmental characterizations and protection of water resources. Laboratory exercises (GE 251) will follow an established protocol of field investigation, drilling, surveying, material characterization, computer applications, and technical report preparation.

Rudolph Hon

GE 264 Stratigraphy and Sedimentation (Fall: 4)

Prerequisites: GE 132-133

Corequisite: GE 265

This course deals with the systematics of stratified sedimentary rocks and the processes that form individual layers. Lectures will cover the processes that produce sediment (weathering, erosion), transportation of particulate sediment in streams, rivers, and bodies of standing water, and the formation of carbonate limestones. Using fossils, radiometric techniques, and paleomagnetism, time correlations can be made over very large distances, even on a global scale.

David C. Roy

GE 297 Environmental Hydrology (Fall: 3)

Prerequisites: GE 132-133 or equivalent

Course presents principles of hydrogeology and contaminant behavior, illustrating their applications to environmental problems. Topics include natural ground water systems, their interaction with surface waters, aquifer parameters, ground water occurrence, physics of flow, basic ground water chemistry, ground water contamination, Darcy's Law, steady-state and transient flow conditions, unconfined and confined flow systems, flow nets, aquifer testing and geologic controls on local and regional ground water movement, contaminant behavior, ground water pollution, ground water remediation and regulatory issues. Course includes use of 2-D ground water modeling software and aquifer test analysis software.

Dale Weiss

GE 596 Reading and Research in Environmental Geology
(Fall/Spring: 3)

Permission of a faculty member is required in advance of enrollment.

For undergraduates wishing to pursue independent study in the area of environmental geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. The possibility exists to work with actual problems in Massachusetts using data from state agencies. This course is also intended for undergraduate students working on departmental theses.
The Department

GE 597 Reading and Research in Geology (Fall/Spring: 3)

Permission of a faculty member is required in advance of enrollment.

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on departmental theses.

The Department

GE 598 Reading and Research in Geophysics (Fall/Spring: 3)

Permission of a faculty member is required in advance of enrollment.

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on departmental theses.

The Department

GE 599 Advanced Independent Research (Fall/Spring: 6)

Independent Study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.

The Department

Undergraduate and Graduate Course Offerings

GE 330 Paleontology (Fall: 4)

Prerequisites: One year of introductory geology, one year of introductory biology, or permission of the instructor

Corequisite: GE 331

Methods in paleontology will be considered. We will look at some practical applications of paleontology in science and industry. The history and evolution of life on Earth will be the primary theme. This course will concentrate on fossil animals but will also consider plants and environmental analyses. The study of invertebrates will occupy a large portion of the course. A significant amount of time will be spent discussing the evolution of dinosaurs, birds, and other vertebrates. The goal of this course is to give students a better understanding of modern environmental systems through the study of the fossil record.

David Krauss

GE 372 Petrology I (Fall: 4)

Prerequisites: First year chemistry, GE 132, GE 220, or equivalent

Corequisite: GE 373

Offered Biennially

This course has two parts: The first part is a review of rock forming minerals, and an introduction to crystal chemistry and crystallography. The second part of the course covers the basic principles of polarized light and its application to mineral identification using a polarizing light microscope. Students will learn the techniques of the polarizing microscopy to identify minerals in thin sections and in separates in oil immersions.

Rudolph Hon

GE 374 Petrology II (Spring: 4)

Prerequisites: GE 372, or equivalent, a course in Chemistry

Corequisite: GE 375

Offered Biennially

This course, a continuation of GE 372, is devoted to an understanding of the petrology and petrography of igneous and metamorphic rocks. Lectures on the petrology of how rocks form will be integrated with the laboratory (GE 375) where students will use the petrographic microscope to identify the textures and mineral phases that make up these rocks. Phase diagrams will also be used to help better constrain to origin of igneous and metamorphic rocks.

J. Christopher Hepburn

GE 380 Environmental Oceanography (Spring: 3)

Prerequisite: GE 132

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans, and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.

Gail C. Kineke

GE 385 Structural Geology II: Analytical Aspects (Fall: 4)

Prerequisite: GE 132 and 134 or equivalent; one year of college calculus; PH 211 or equivalent

Corequisite: GE 386

A history of the development of structural geology will be presented during the first several lectures. Then an in-depth analysis will be given of basic principles (such as Newtonian mechanics, stress, and strain) required for quantitative analyses of fracture, faulting, folding, and igneous intrusions. Examples of their application will include the Southern Appalachians, the Southern Canadian foreland fold-and-thrust belt, the Wyoming fold-and-thrust belt, the Alps, and the Caucasus fold-and-thrust belt.

E.G. Bombolakis

GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (Fall: 3)

Prerequisites: GE 132 or equivalent, or permission of instructor

A survey of techniques available for environmental assessment of contaminated sites will be presented. The characterization of contaminated sites will be defined and quantified. The remediation techniques used for cleaning-up contaminated soils and bedrock will be discussed. Technologies currently used for remediation will be evaluated. In many cases, valid techniques for clean-up exist but are cost prohibitive. Long term monitoring of remediated sites and criteria for assessing the completeness of remediation will be presented.

Randolph Martin, III

GE 418 Hydrogeology (Spring: 4)

Corequisite: GE 419

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology and field methods of site characterization.

Alfredo Urzua

GE 424 Environmental Geophysics (Fall: 4)

Prerequisites: MT 102-103, PH 209-210, or PH 211-212, or permission of instructor

Corequisite: GE 425

This is an applied course in geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials and ground penetrating radar. In this course students will participate in an ongoing geophysical investigation (GE 425) of the Weston Observatory Environmental Field Station. Investigations may also be conducted at other relevant sites. Lectures will be given on field methodology, instrumentation, theory, and interpretation.

John E. Ebel

GE 465 Biogeochemistry of the Habitable Planet (Fall: 3)

Prerequisite: One year of calculus or chemistry

Offered Biennially

This course will introduce undergraduate science majors and graduate students to global change biogeochemistry. Topics include the missing carbon dioxide sink, planet formation, abiological geochemical cycles, biogeochemical cycles, weathering, climate change, and ozone. These topics show interactions between terrestrial, oceanic, and atmospheric cycles. Abiotic geochemical cycles will be discussed to set the stage for how living organisms, including humans, interact with global biogeochemical cycles. Interested students from disciplines beyond geology are welcome.

Kevin G. Harrison

GE 470 Engineering Geology (Spring: 3)

Prerequisites: GE 132-134 or equivalent, PH 209-210 and CH 109-110

Offered Biennially

This course studies several typical methods of analysis and treatment performed by engineering/environmental companies for behavioral problems commonly encountered in sands, silts, clays and rocks.

E.G. Bombolakis

GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)

Corequisite: GE 481

The course covers fundamental concepts and practical applications of GIS in the geosciences, environmental sciences, land use, and other related fields. Students will learn the basics and principles of spatial database management, database query, and preparation of printed maps. Formal presentations and practical laboratory assignments (GE581) will use ArcView and ArcGIS software packages with spatial data sets taken from across the disciplines including geosciences, environmental studies and land use/city planning, marketing and other fields.

Rudolph Hon

GE 484 Chemistry of Natural Water Systems (Fall: 3)

Prerequisite: College level introductory chemistry and calculus

Offered Periodically

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their surroundings. Understanding of the processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.

Rudolph Hon

GE 520 Sedimentary Petrology (Spring: 3)

Prerequisites: GE 132, 134, 264, 272

Offered Periodically

The petrography and origin of major sedimentary rock types will be emphasized.

David C. Roy

GE 530 Marine Geology (Spring: 3)

Prerequisites: GE 132, GE 134, one year college calculus and physics

Offered Biennially

Recent geological and geophysical information on the ocean basins is examined concentrating on three areas: (1) structure of the earth, plate tectonics, and composition of the ocean basins; (2) geophysical processes responsible for the structure and evolution of the ocean basins; and (3) marine sedimentation including sediment transport, pleistocene sedimentation, and global climate change. Sedimentological and geophysical investigation techniques are emphasized.

Gail C. Kineke

GE 572 Geophysical Data Processing (Spring: 3)

Prerequisites: MT 201 or 202, PH 211-212, and background in computer programming, or permission of instructor

Offered Periodically

This course covers the fundamental principles underlying methods that are commonly used to analyze digital signals. Methods of signal processing that are used in geophysical applications will be emphasized, but these same methods are also used in a wide variety of science and engineering applications. Topics include the following: signals and systems, linear time-invariant systems, Fourier analysis of continuous and discrete-time signals and systems, filtering, modulation, and sampling.

John E. Ebel

GE 580 Environmental Seminar (Spring: 3)

Prerequisites: Undergraduates need permission from the Director of Environmental Studies or the instructor

Corequisite: GE 581

Environmental studies minors and students at all levels will answer the question: Are humans performing a massive experiment on the Earth? We'll explore natural biogeochemical cycles and the ways society disturbs those cycles. As we uncover the reasons for anthropogenic disturbances, we'll also pair each problem with potential technological solutions and the political strategies essential to sustain both change and development. For example, we'll look at air and water pollution and global warming, and consider options such as using materials more effectively, green engineering, and switching to a hydrogen based economy.

Kevin G. Harrison

Graduate Course Offerings**GE 692 Earth Systems Seminar I (Fall: 3)**

Upper level undergraduates may enroll by permission of the instructors.

Offered Periodically

This is a graduate level multidisciplinary course offered annually by the Department on a variety of topics related to research interests of the faculty.

The Department

GE 794 Seminar in Geology (Fall: 3)

Offered Periodically

This course is an analysis and discussion of topics of current interest in geology.

The Department

GE 795 Seminar in Geophysics (Fall: 3)**Offered Periodically**

This course is an analysis and discussion of topics of current interest in geophysics.

The Department

GE 796 Seminar in Geology (Spring: 3)**Offered Periodically**

This course is an analysis and discussion of topics of current interest in geology.

The Department

GE 797 Seminar in Geophysics (Spring: 3)**Offered Periodically**

This course is an analysis and discussion of topics of current interest in geophysics.

The Department

GE 798 Reading and Research in Geophysics (Fall/Spring: 3)**Permission of a faculty member is required in advance of enrollment.**

A research study of a topic in geophysics under the supervision of a faculty member.

The Department

GE 799 Reading and Research in Geology (Fall/Spring: 3)**Permission of a faculty member is required in advance of enrollment.**

A research study of a topic in geology under the supervision of a faculty member.

The Department

GE 801 Thesis Seminar (Fall/Spring: 3)

Thesis research under the guidance of a faculty member.

The Department

GE 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all their course requirements but have not taken comprehensive examinations. Also for master's students who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

German Studies**Faculty**

Christoph W. Eykman, *Professor*; Chairperson of the Department; Ph.D., Rhein. Friedr. Wilhelm Universität, Bonn

Michael Resler, *Professor*; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

Rachel Freudenburg, *Associate Professor*; B.A., M.A., Wayne State University; Ph.D., Harvard University

Departmental Notes

- Department Secretary: Agnes Farkas, 617-552-3740, farkasag@bc.edu.
- World Wide Web: <http://www.bc.edu/schools/cas/german/>

Undergraduate Program Description

The German major aims to prepare students not only for further study but also for a professional life which is enhanced through a knowledge of German language, history, and culture.

Major Requirements

The major in German Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and provide the background for graduate study in the field. Students majoring in German Studies are required to complete a total of ten courses within the following curriculum:

- Two (GM 201 and 202) Composition and Conversation
- Two (GM 210 and 211) History of German Literature
- Six semester courses in German literature or culture

Note for majors with transfer credits:

Of the ten semester courses, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

Information for First Year Majors

A prospective German major should select an initial language course, e.g., GM 001, GM 050, or GM 201, according to his/her high school language preparation. The student can supplement this choice with an elective. He/she can select a course in German literature, culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten one-semester courses in German numbered 100 and above are required to complete the major.

Information for Study Abroad

Prior to study abroad, German majors must complete the following prerequisites: minimum language preparation of two semesters of Intermediate German (GM 050-051) or the equivalent. Since studying German is fully consistent with majoring (or minoring) in German, nearly all courses taken abroad will be accorded major (or minor) credit. However, as noted in all departmental publications, of the ten semester courses which constitute the major, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

The department prefers for students to study abroad during their junior year (either full year or semester) rather than senior year. Programs in Eichstätt, Dresden, Heidelberg, Tübingen, Freiburg, and Munich are all recommended. Students should consult either Professor Rachel Freudenburg or Professor Michael Resler when planning to study abroad in Germany.

Graduate Program Description

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments.

GM 061 Intensive Reading in German (Summer:1)

This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas. No previous knowledge of German is required.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

GM 001 German A (Elementary I) (Fall: 3)

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in everyday situations, reading, listening comprehension, and writing. The course is supplemented with an interactive CD-ROM. Intended for those with no prior knowledge of German as well as those with some high school background.

Rachel Freudenburg

Ursula Mangoubi

GM 002 German A (Elementary II) (Spring: 3)

Prerequisite: GM 001

A continuation of GM 001. Intended for those with one semester of college-level German or at least three years of high school German. Graduate students must either take this course for credit or register as auditors.

Ruth Sondermann

Ursula Mangoubi

GM 050-051 Intermediate German I and II (Fall/Spring: 3)*Prerequisites:* GM 001-002, or their equivalent, GM 050

Further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society, grammar review, and discussion and composition. Auditors must register.

*Notburga Connolly**Christoph Eykman**Michael Resler***GM 066 The Quest for Justice: Kafka and Kleist (Fall: 3)****Cross listed with EN 084****Satisfies Literature Core Requirement****Conducted in English****All texts in English translation**

In this course, we read two of Germany's most enigmatic authors: Heinrich von Kleist and Franz Kafka. Though hailing from two different centuries, both grapple with the task of defining a universal standard of justice in a diverse world. Is there really justice for all when racism and sexism inform not only our thinking but also our social institutions? Can we ever really know what justice is, after we realize that all human knowledge is subjective?

*Rachel Freudenburg***GM 067 The Romantic Experience (Spring: 3)****Cross listed with EN 084****Satisfies Literature Core Requirement****Conducted in English**

This course traces a number of themes which were first expressed in the writings of European Romantics during the early nineteenth century and which shaped European and American intellectual history throughout the twentieth century. Themes include love, emotion, nature, spirit, solitude, the miraculous, the sublime, and mental insanity. Texts include works by Rousseau, Goethe, Jane Austen, the Grimm brothers, E.T.A. Hoffmann, Ralph Waldo Emerson, and Jack Kerouac.

*Christoph Eykman***GM 175 Business German (Spring: 3)***Prerequisite:* GM 051 or the equivalent**Conducted in German**

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context.

*Ruth Sonderrmann***GM 201-202 German Composition and Conversation I and II (Fall/Spring: 3)***Prerequisites:* GM 050-051 or their equivalent; GM 201 or its equivalent**Required for German majors****Auditors must register**

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building, listening comprehension, speaking exercises, and reading.

*Christoph Eykman***GM 220 Goethe und Schiller (Fall: 3)****Conducted in German****Offered Biennially**

A study of selected dramas and lyrics of Goethe and Schiller. The development on the part of both poets from early Storm and Stress to the later Classicism will be systematically traced. Throughout the course, the literature will be linked to the larger cultural context of its age, with particular attention to the philosophical (Herder, Schiller, Winckelmann, Kant) and musical (Haydn, Mozart, Beethoven) heritage of Germany in the eighteenth and early nineteenth centuries. This course is for students (not necessarily German majors) with a good knowledge of German (at least third year level).

*Michael Resler***GM 240 King Arthur in German Literature (Spring: 3)****Cross listed with EN 304****Conducted in English****All readings in English translation**

A study centering on the most popular and enduring of all medieval legendary figures. We will examine the early texts from which the Arthurian mythology took root and contributed to the eventual spread into Germany of the tales of King Arthur and the knights of the Round Table. We will then focus on a close reading of four or five of the most significant Arthurian romances within the German tradition. In addition, we will systematically trace the relationship between this highly idealized world of literary knighthood and real life contemporary historical and social events of the twelfth and thirteenth centuries.

*Michael Resler***GM 242 Germany Divided and Reunited (Fall: 3)****Cross listed with HS 160****Conducted in English****Required for German Studies Minors****Offered Biennially**

This course provides a multi-dimensional look at post-war Germany, East and West. Politics, social and economic structure (East versus West), music, art, literature, philosophy (Critical Theory), the crisis and reform of the West German university system, the young generation, and Americanization, will be discussed. Other topics include radicalism/extremism/protest movements (including terrorism), coping with the past (National Socialism), the Revolution of November 1989, and the legal ramifications and unsolved problems deriving from reunification.

*Christoph Eykman***GM 290 Advanced Reading in German (Spring: 3)***Prerequisites:* GM 050-051 or the equivalent**Conducted in German****Counts toward German Major and German Studies Minor****Required for German Minor**

This course will sharpen students' skills in reading advanced texts in German. It serves as a bridge between the department's language courses and the various practical and academic settings in which a strong reading knowledge of German is required. Texts will be taken from a wide spectrum of sources: the German press, university life, the Internet, scholarly writing and literature. It is recommended for students planning to study abroad and is also open to graduate students planning to conduct research in the German language, whether in this country or abroad. Auditors must register.

Michael Resler

GM 299 Reading and Research (Fall/Spring: 3)

By arrangement

May be taken only with permission of the chairperson

The course includes supervised readings within specific areas, for the solution of individual problems of research. Students may sign up for this course only after the need for a special program has been established and a faculty member has agreed to supervise the project.

Rachel Freudenburg

Christoph Eykman

Michael Resler

GM 699 Honors Thesis (Fall/Spring: 3)

By arrangement

May be taken only with permission of the chairperson

Christoph Eykman

Rachel Freudenburg

Michael Resler

History

Faculty

Radu R. Florescu, *Professor Emeritus*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Thomas H. O'Connor, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Boston University

Andrew Bunie, *Professor*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

James E. Cronin, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Robin Fleming, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Thomas Hachey, *Professor*; Ph.D., St. John's University

John L. Heineman, *Professor*; A.B., University of Notre Dame; Ph.D., Cornell University

Kevin Kenny, *Professor*; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

Roberta Manning, *Professor*; B.A., Rice University; M.A., Ph.D., Columbia University

David A. Northrup, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

James O'Toole, *Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

Alan Reinerman, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University of Chicago

Peter H. Weiler, *Professor*; Chairperson of the Department; A.B., Stanford University; A.M., Ph.D., Harvard University

Lawrence Wolff, *Professor*; A.B., Harvard College; M.A., Ph.D., Stanford University

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Paul Breines, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Marilynn S. Johnson, *Associate Professor*; B.A., Stanford University; M.A., Ph.D., New York University

William P. Leahy, S.J., *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

Deborah Levenson-Estrada, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

Cynthia Lysterly, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

Francis J. Murphy, S.J., *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Catholic University

Kevin O'Neill, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

Prasannan Parthasarathi, *Associate Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

Alan Rogers, *Associate Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

John H. Rosser, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

Paul G. Spagnoli, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

Frank Fonda Taylor, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

Davarian Baldwin, *Assistant Professor*; B.A., Marquette; M.A., Ph.D., New York University

Crystal Feimster, *Assistant Professor*; B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., Princeton University

Burke Griggs, *Assistant Professor*; B.A., Stanford University; M.A., M.Phil., Ph.D., Yale University

Seth Jacobs, *Assistant Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

David Quigley, *Assistant Professor*; B.A., Amherst College; M.A., Ph.D., New York University

Stephen Schloesser, S.J., *Assistant Professor*; A.B., University of St. Thomas; M.Div., Weston Jesuit School of Theology; A.M., Ph.D., Stanford University

Franziska Seraphim, *Assistant Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

Sergio Serulnikov, *Assistant Professor*; A.B., Universidad de Buenos Aires; M.A., Ph.D., State University of New York

Departmental

Notes

- Administrative Secretary: Colleen O'Reilly, Lower Campus Office Building, 412E, 617-552-3802, colleen.oreilly@bc.edu
- Undergraduate Program Assistant: Karen Potterton, Lower Campus Office Building, 412D, 617-552-2265, karen.potterton@bc.edu
- Graduate Program Assistant: Molly O'Connor, Lower Campus Office Building, 412F, 617-552-3781, oconnoas@bc.edu
- Faculty E-Mail: To reach any of the History Department faculty members, please use the following e-mail address format: firstname.lastname@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/cas/his/history.html

Undergraduate Program Description

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, East European, American, Latin American, Asian, Middle Eastern, and African history. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, foreign service, and careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

Major Requirements

In addition to the two-semester University Core sequence in modern history (selected from courses numbered HS 001 through

HS 094), a History major is required to take a two-semester sequence in American Civilization (HS 181-182). Students planning to major in history are strongly encouraged to take the History Core in their freshman year and American Civilization in their sophomore year. Note that a score of 4 or 5 on the Advanced Placement test in European history fulfills the two-semester University Core requirement in history, and a similar score on the A.P. test in American history fulfills the two-semester American Civilization requirement.

In addition to the prescribed courses listed above, the History major is required to complete eight additional courses, including the following: HS 300 The Study and Writing of History (preferably taken in the sophomore or junior year); four other upper-division electives (numbered 200-699); and two courses in non-Western history. Note that some upper-division electives also satisfy the non-Western requirement. At least three of the electives—including two of the upper-division electives—should be in a field approved by the student's History Department advisor. For a list of possible fields, consult the Department's website at <http://www.bc.edu/schools/cas/history/undergrad/major1>.

Students may take a maximum of four foreign study courses, no more than two of which may be upper-division courses, among the ten required courses beyond the University Core. Likewise a maximum of two summer courses may be taken for major credit, but at least six courses, including HS 300 and two of the upper-division courses, must be taken at Boston College during the regular academic year. Students should also note that the College of Arts and Sciences accepts summer courses for credit *only* to make up deficiencies, so that even a course accepted to fulfill a History major or minor requirement will not reduce the thirty-eight courses required for the degree.

In order to facilitate the introduction of research techniques, the Department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the Director of Undergraduate Studies. No more than two courses completed in this fashion will count toward the History major requirements.

Minor Requirements

The History minor requires six courses. It begins with the two Core courses in history and concludes with two upper-division electives (numbered 200-699). In between, students can choose two other courses freely from among the Department's offerings. Because the Core courses emphasize Europe, students minoring in history are encouraged to take at least one course in non-Western history. No more than six of the eighteen required credits can be satisfied through advanced placement. A maximum of two independent study courses (HS 699 Readings and Research) can count toward minor requirements.

Information for First Year Majors and Non-Majors

The **University Core** requirement is a two-semester sequence in modern history covering the period between the late Middle Ages and the present. All history courses numbered between HS 001-002 and HS 093-094 fulfill this requirement, but students must take one course on the first half of the modern period (late Middle Ages to the French Revolution) and one on the second (French Revolution to the present).

All History Core courses cover a broad sweep of time. Because so much of modern history has been dominated by Europe and because Europe pioneered the crucial historical processes that the entire world has since experienced, courses focus particular attention on Europe. Nonetheless, each course also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. As a result, the

European history taught in the Core necessarily covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. Each History Core course, although covering common themes and a common period of time, emphasizes the special interests and expertise of the professor. Since specialists in European, American, Latin American, African, and South and East Asian history teach in the Core, courses vary considerably in the material they cover. Students are urged to read the descriptions of each of the Department's Core offerings and predicate their choice based on the particular emphasis of each class.

The following shared topics are covered in each History Core course:

First semester: The Italian and Northern Renaissance; the Reformation and Counter-Reformation; exploration, trade, and slavery; the development of the bureaucratic state; international relations and warfare; the Scientific Revolution and the Enlightenment; the development of capitalism; political revolutions; and social structures and gender.

Second semester: The legacy of the French Revolution; modern political ideologies; nationalism; modern thought and culture; the development of modern industry; imperialism, colonialism, and racism; the Russian Revolution and the World Wars; the Depression and Fascism; the Cold War and Decolonization; and social structures and gender.

Because all of these courses are designed as thematic units, students should continue in the same class for the entire year, but upon completion of the first half of one course, students may enroll in another second-half course. In no case, however, will students be permitted to take the courses out of order. The first half must be completed before enrolling in the second. Students are strongly urged to fulfill the History Core requirement in their freshman year, or at the latest, during their sophomore year. Students planning to study abroad during their junior year are strongly advised to complete their History Core before embarking on such studies.

All the Core history courses numbered HS 001-002 through HS 079-080 consist of large classes taught by a team of professors (either jointly or by splitting the year between them). All Core classes meet twice each week for lectures, and a third time in groups of 15-20 students for discussion of selected topics. These weekly discussion sections are an integral part of each Core course.

All Core history courses assign between 100 and 200 pages of reading weekly, and require at least one paper and map assignment in addition to examinations.

The Core history program is also offered in three other slightly different formats: HS 063-064 is an intensive small class designed for Honors students and HS 081-082 is taught in small classes (35 students). Finally, HS 093 (spring term) covers the topics of the first-half of the Core; HS 094 (fall term) covers the topics of the second half of the Core; and these reverse sequence courses are intended solely for students who need to begin or complete their History Core courses out of the usual semester pattern.

Information for Study Abroad

Many History majors profit greatly from spending part or all of their junior year abroad. Six history courses (beyond the Core), including HS 300, must be taken at Boston College during the regular academic year. This limits the total number of courses taken abroad for major credit to four and to a maximum of two for upper-division credit. Students seeking major elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the

course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even if they spend an entire year abroad.

Students who are contemplating a senior honors thesis and who will be abroad during the normal application process in the spring of their junior year are strongly urged to plan ahead. They should try to establish a thesis topic and to identify a faculty member willing to supervise their work before departing, and verify that they will be able to be in e-mail contact with their thesis advisor while abroad.

If you have any questions about your study abroad, please contact Professor Paul Spagnoli, Director of Undergraduate Studies, at 617-552-3878 or by e-mail at spagnoli@bc.edu.

Graduate Program Description

Introduction

The M.A. and Ph.D. degrees are offered with concentrations in Medieval history, Early Modern European history, Modern European history, American history, and Latin American history. The department also offers course work in African history, Middle Eastern history, and Asian history.

The Department sponsors interdisciplinary work leading to Master's degrees in European National Studies and in Medieval Studies. The Master's of Art in Teaching (M.A.T.) program is administered by the Lynch School of Education. It requires admission to both the Lynch Graduate School of Education and to the Department of History. Course requirements vary depending upon the candidate's prior teaching experience, however, all Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to Master's Programs in Secondary Teaching in the Lynch School of Education or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Doctor of Philosophy in History

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations or for the successful completion of a specified number of courses, there are certain basic requirements.

Faculty Advisor: During the first year of full-time study, doctoral students choose a faculty advisor, who oversees the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

Course Requirements: Students entering into the Ph.D. program without M.A. degrees are required to complete 14 courses (42 credits); 12 of these must be taken prior to comprehensive exams. Students entering with M.A. degrees may transfer in three courses (nine credits) if they wish. All students must complete at least one research seminar (although we strongly urge students to complete two) and all must complete the two-semester Core Colloquium in their first year. All students must also take the Dissertation Seminar within twelve months of passing their comprehensive exams. Finally, all students concentrating in American history must take the year-long American Colloquium.

Plan of Study: By the conclusion of the first semester, and after full consultation with their professors and the Director of Graduate Studies, students file a plan of study leading to the comprehensive examination. This plan of study consists of three areas of concentration, including one designated as the major area. From within this

major area, students choose two fields of study. Because students are expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. Students then select one field of study from each of two additional areas of concentration.

Usually faculty require that students take at least some formal course work in each field and expect students to develop and master a reading list of important books and articles. With the approval of the advisor and the Director of Graduate Studies, students may offer, as one of the two minor areas, a discipline related to history or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's program, the Department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated, and revised whenever necessary. Changes must be approved by the faculty advisor and the Director of Graduate Studies.

Language Requirements: Ph.D. candidates, with the exception of medievalists, must pass two language exams before taking their comprehensive examinations. Students concentrating in American history may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution, and explain the nature of the field and its importance to the plan of study, particularly the dissertation. The student's faculty advisor certifies that the student has acquired the appropriate skills and knowledge. Medievalists must pass three language exams, one of which must be Latin or Greek.

The Comprehensive Examination: The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members with whom the student has done fields. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

The Dissertation: Students must have a dissertation topic before taking and passing comprehensive exams. The last two courses (six credits) earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar and an independent study with the faculty advisor. Dissertation proposals, written in the Dissertation Seminar, must be approved by the professor teaching the Seminar and three faculty members, one of whom is designated as dissertation advisor. Approved proposals must be filed with the Department. Students in residence while writing their dissertation are required to attend the Department's bi-monthly Dissertation Workshop. When finished, the completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It must also be defended at a public oral defense.

Master of Arts Programs

Requirements: The M.A. degree in history requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination. The one exception to this is the European National Studies Program, which requires 36 credits.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

Plan of Study: All candidates for the M.A. in history are encouraged to pursue an individual course of study developed in conjunction with their faculty advisor and selected by the student during the first year in the program. In making their selection of courses and

seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration.

Students must choose a major and minor field. As many as seven courses (twenty-one hours) can be taken in the major field. Major fields for the M.A. are the following:

- American History
- Medieval History
- Early Modern European History
- Modern European History (encompassing English, Irish, Continental European, Eastern European, and Russian)
- Latin American History

The minor field is made up of a minimum of three courses (nine hours), at least one of which must be a graduate level course. Minor fields can be chosen from the same list of major fields or can be more conceptual or historiographical. Such fields, for example, could include a field in economic, social or labor history or could concern race, gender, or world history. Minor fields must be approved by the Director of Graduate Study.

Students whose prior academic preparation warrants an exception to the above requirements may, with the consent of their faculty advisor, request permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the Department offers sufficient courses in the student's area of interest.

Students may study in departments outside history, and, with the permission of the Graduate Committee, a candidate whose advisor so recommends may earn as many as six credits in classics, economics, English, political science, sociology, or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area.

Language Requirement: Master's candidates must pass a foreign language reading examination, ordinarily in French, German, Russian, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee.

Exam and Thesis: Students must take an oral comprehensive examination administered by the student's advisor and two additional faculty members, one from the major and one from the minor area.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and then request permission. The thesis counts for six credits and must be approved by the candidate's faculty advisor.

European National Studies

The M.A. in History is also offered in a program on the history and language of a single European nation. At present programs are offered in British, French, German, Irish, and Russian Studies. Except as noted below, students in European National Studies must complete 36 credits of approved courses and pass an oral comprehensive examination.

At least 18 credits must be in history, of which at least six credits should be general European surveys, including one colloquium, and at least nine credits in the history of one European nationality, including a seminar in which that national language is used for research. Except for those in British and Irish Studies, students must complete at least 12 credits in appropriate foreign language and literature courses, and receive a high pass on a written examination in that language. Students with sufficient background to enter language

courses at the intermediate level or above may be permitted to take only six credits in language and literature courses and then be exempted from six credits of work toward the degree.

Students in Irish Studies, in addition to 30 credits in history, Irish literature and other relevant disciplines, must take six credits in beginning Irish Gaelic. Students in British Studies must take a total of 30 credits in history, English literature, and other appropriate courses, as well as fulfill the department's usual foreign language requirement.

Medieval Studies

Students interested in a M.A. in Medieval Studies will be expected to take at least nine credits in Medieval history and at least six credits of graduate study in a related discipline. If the student is doing a thesis, it will be written under the direction of a member of the History Department and will be read by a member of the Department in the related field of study. The candidate must pass a language exam in Latin.

Applications to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in history is February 1. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in history is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a personal statement emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

Funding

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Master's programs should write to: Director of Graduate Studies, History Department, Boston College, Chestnut Hill, MA 02467, or e-mail: oconnoas@bc.edu

Ph.D. Fields of Study

American History

- U.S. to 1877
- U.S. since 1860
- Intellectual and Cultural
- Social and Economic
- Urban
- Race and Ethnicity
- Religion
- Diplomatic
- Gender and Women

Medieval

- Social and Economic
- Religious and Cultural
- Anglo-Saxon and Carolingian
- Anglo-Norman and Angevin
- Byzantine
- Medieval Archeology

Early Modern European History

- Religion
- Intellectual and Cultural
- Social and Economic
- Gender and Women
- Early Modern Britain
- Early Modern France

European History

- European History 1789-1914
- European History 1870-1945
- Contemporary Europe
- Intellectual and Cultural
- Social and Economic
- Diplomatic
- Imperialism
- Modern Britain
- Modern France
- Modern Germany
- Modern Ireland
- Modern Italy

Russian and Eastern European History

- Eastern Europe
- Pre-Revolutionary Russian History
- Soviet
- Polish

Latin American History

- Colonial Latin America
- Modern Latin America
- Central American/Caribbean

Other Areas—(minor only)

- China
- Africa
- Middle East
- East Asia
- Japan
- South Asia
- India
- World

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

HS 001 Modern History I: Cultural and Institutional History (Fall: 3)

Corequisite: HS 003

Satisfies History Core Requirement

Followed in spring semester by HS 002

This course surveys the historical development of Europe from the Renaissance to the present with the intention of explaining how the unique Western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. The first semester will cover the period from the Renaissance through the French Revolution.

John Rosser

HS 002 Modern History II: Cultural and Institutional History (Spring: 3)

Corequisite: HS 004

Satisfies History Core Requirement

This course, although intensive and demanding, is designed for any student (major or non-major) who is interested in tracing the evolution of western society to the present day. Special emphasis will be paid to the social, political and institutional stresses and changes, with attention also to the relation of the factors with the world of ideas and the arts. Special topics will also include the rise of absolute states, warfare and diplomacy in the old regime, the Enlightenment, the French Revolution, the search for new authorities as represented by the ideologies of conservatism, liberalism, communism and facism.

The Department

HS 005 Modern History I: Social and Economic Development of Europe (Fall: 3)

Corequisite: HS 007

Satisfies History Core Requirement

Followed in spring semester by HS 006

This course traces the changes that have created today's world out of the very different world of the late Middle Ages. We will examine the move from a unified Christendom to a divided Europe and study the growth of a bureaucratized and controlling state and a capitalist market economy. We will also analyze the changing social structure of Europe, the interactions between Europe and the wider world, the struggles between the proponents and critics of Protestantism, constitutionalism, and capitalism.

James Bidwell

HS 006 Modern History II: Social and Economic Development of Europe (Spring: 3)

Corequisite: HS 008

Satisfies History Core Requirement

This course seeks to acquaint students with the ways in which today's Europe (and today's wider world) developed out of the very different world of the late eighteenth century. It centers on what have been called "the plagues and pleasures" of a competitive market economy, tracing the rise of that economy in the nineteenth century as well as the challenges it has endured and the changes it has experienced since then.

Paul Spagnoli

HS 011 Modern History I: Political and Social History of Europe (Fall: 3)

Corequisite: HS 013

Satisfies History Core Requirement

This course will survey the major developments in Europe from the Renaissance to the French Revolution. Emphasis will be placed upon social and cultural developments, particularly as seen through overseas expansion and the formation of the modern state.

The Department

HS 012 Modern History II: Political and Social History of Modern Europe (Spring: 3)

Corequisite: HS 014

Satisfies History Core Requirement

This course will survey the major developments in modern history from the French Revolution to the present. Particular emphasis will be placed on the progress of the industrial and democratic revolutions and the major responses to each—liberalism, socialism, and fascism—and the wars, conflicts and transformations to which they led.

James Cronin

HS 015-016 Modern History I and II: Cultural History of Modern Europe (Fall/Spring: 3)

Corequisite: HS 017-018

Satisfies History Core Requirement

This course examines the interactions of the persons, ideas, institutions, and movements that have shaped the European experience from the Renaissance through the Reconstruction of Europe after World War II. The special emphasis during the first semester will be on the Renaissance, and the Reformation, the discoveries of explorers and scientists, and the Enlightenment. The second semester will cover the period since the French Revolution.

The Department

HS 019-020 Modern History I and II: Political and Intellectual History of Europe (Fall/Spring: 3)*Corequisite:* HS 021-022**Satisfies History Core Requirement**

This course treats the history of the European world since 1500, emphasizing religious, intellectual, and political developments. Topics covered in-depth include the search for new intellectual and religious authorities in the Renaissance and Reformation; state building and constitutional conflicts in England and France; the scientific revolution; the Enlightenment; and eighteenth century revolutions. Throughout the course, ideas and institutions will be explored within clearly defined social contexts. Attention will also be devoted to women's lives and questions of gender within the religious and political debates of the era. The second semester of the course will cover the period since the French Revolution.

*Virginia Reinburg**The Department***HS 023-024 Modern History I and II: Social and Cultural History of Europe (Fall/Spring: 3)***Corequisite:* HS 025-026**Satisfies History Core Requirement****Followed in spring semester by HS 024**

This course surveys the evolution of western Europe from the end of the Middle Ages through the 1989 collapse of the Soviet Empire. Special attention is given to the following issues: the triumph of liberal capitalism, the rise of the bourgeoisie, the development of the modern state, the emergence of new forms of conquest and domination over the natural and non-European worlds. We will examine these aspects of the West's development with particular emphasis on gender, race, class, and other forms of difference. The first semester will cover the period from the Renaissance through the French Revolution.

*James Bidwell**Prasannan Parthasarathi***HS 027-028 Modern History I and II: Political and Cultural History of Modern Europe (Fall/Spring: 3)***Corequisite:* HS 029-030**Satisfies History Core Requirement****Followed in spring semester by HS 028**

This course surveys the historical development of Europe from the Renaissance to the present with the intention of explaining how the unique Western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. The first semester will cover the period from the Renaissance through the French Revolution.

*Alan Reinerman***HS 031 Modern History I: Europe and the Atlantic Community (Fall: 3)***Corequisite:* HS 033**Satisfies History Core Requirement****Followed in spring semester by HS 032**

This course is a study of the Atlantic community and its role in the emergence of the world economy since 1500. Topics to receive primary consideration include (first semester) the structure of traditional European and American societies, the impact of European expansion on European and American society and economy, the emergence of colonial America, and the age of revolution.

*Alan Rogers***HS 032 Modern History II: Europe and the Atlantic Community (Spring: 3)***Corequisite:* HS 034**Satisfies History Core Requirement**

This course will explore the emergence of the modern world from the era of the French Revolution to the end of the twentieth century. We will pay particular attention to the the interrelated histories of the societies bordering the Atlantic. Topics addressed include the transnational evolution of political ideologies; the impact of slave emancipation in the nineteenth century; the recurring importance of nationalism; imperialism and its discontents; the Cold War and its legacies.

*David Quigley***HS 041-042 Modern History I and II: Europe and the World (Fall/Spring: 3)***Corequisite:* HS 043-044**Satisfies History Core Requirement****Followed in spring semester by HS 042**

Since so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c.1500-1800. The second semester examines the period c.1800-present.

*Heather Fryer***HS 051-052 Modern History I and II: The Rise of Europe in the World (Fall/Spring: 3)***Corequisite:* HS 053-054**Satisfies History Core Requirement**

This course provides an introduction to the history of Europe between the Renaissance and the French Revolution. Many of the momentous changes that transformed Europe during this time arose from how European monarchs, philosophers, scientists, artists, clergymen, merchants, farmers, and even peasants responded to their increasing contact with the peoples, products, cultures, and ideas from Asia, the Middle East, Africa, and the New World. Readings, lectures, and discussions will attempt to convey the history of how Europe rose as it engaged with the rest of the world.

*Burke Griggs***HS 055-056 Modern History I and II: Globalization (Fall/Spring: 3)****Satisfies History Core Requirement**

"Globalization" is a fairly new term for the interconnectedness of the world's peoples that transcends geographical, cultural, and political boundaries. The world has grown more closely connected in the past half-century, but globalization has been a major force during the past half-millennium covered by this survey. The course traces the development of globalization in three spheres: political, commercial, and cultural. While identifying the Western world's expansiveness as the driving force for globalization, the course gives extensive attention to how people from other continents reacted and responded to these forces.

David Northrup

HS 059 Modern History I: Europe in the World (Fall: 3)

Corequisite: HS 061

Satisfies History Core Requirement

Followed in spring semester by HS 060

This course explores the ways in which Europe has related to the rest of Eurasia, particularly, the Middle East, the Indian Subcontinent, China and Japan. Of central importance is the rise of northwestern Europe to create and dominate the modern world system. We will examine such topics as the growth of modern state authority, the challenge of Ottoman power, the disintegration of Christian unity, European expansion, the first Industrial Revolution, the socialist challenge, the World Wars, the Cold War, and the implications of its end for the future. The first semester covers the Renaissance through the French Revolution.

The Department

HS 060 Modern History II: Rise of Europe: East and West (Spring: 3)

Corequisite: HS 062

Satisfies History Core Requirement

Not long ago the oil wealth of the Middle East seemed to threaten the prosperity of the West—such a fear is not completely new. In 1500, Europe also trembled before a middle Eastern power, the Ottoman Empire. Over the centuries Europe built a resilient system of states, introduced scientific and technological innovations, fostered economic growth, and expanded its territory overseas. By the twentieth century Europe was all-powerful. What have been the factors behind Europe's rise to power during this early period? What has undermined Europe subsequently? The course will cover the period since 1800.

The Department

HS 063-064 Modern History I and II: Cultural and Institutional History (Fall/Spring: 4)

Honors section of the core

Enrollment through Honors Program or permission of instructor

The course will have an interdisciplinary approach, with emphasis upon the interrelationship of art, music and general culture with the emerging intellectual developments, especially as they become embodied in political, cultural and economic institutions. Our task will be to examine how these ideas originated, how people reacted to them, and how the institutions they inspired succeeded or failed to carry out their original designs. This evolution will be examined in chronological order, with attempts to show how religious practices, new technology, scientific discoveries, intellectual insights and social forces affect his process and in turn, are affected by it.

John Heineman

HS 081-082 Modern History: Europe and the World (Fall/Spring: 3)

Satisfies History Core Requirement

Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period around 1500-1800. The second semester examines the period around 1800-present.

The Department

HS 093 Modern History: Europe and the World (Spring: 3)

Satisfies History Core Requirement

This is a reverse sequence section of the Core. This is the first half of the history Core, although it is taught during the second semester.

Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period around 1500-1800. The second semester examines the period around 1800-present.

The Department

HS 094 Modern History: Europe and the World (Fall: 3)

Satisfies History Core Requirement

This is the second part of the Core, but it is given in the fall semester.

A continuation of HS 093.

The Department

HS 102 Introduction to Cultural History and Cultural Studies (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This course engages culture as a method; a tool by which to engage, analyze and critique history and historical narratives. But what is culture? In this course, street life, riots, parades, and clothing are engaged in as arenas of social interaction, acts of personal pleasure and sites of struggle. We will also explore what happens when a diversity of forces converge at the intersection of commerce and culture. Present day notions of popular culture, and common topics of authenticity, and selling out will be interrogated both socially and historically.

Davarian Baldwin

HS 107 Internship (Fall/Spring: 1)

Prerequisites: Any two semesters of HS 001 through HS 094

A one credit pass/fail educational experience.

The Department

HS 111 America's War in Vietnam (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will examine America's thirty-year military involvement in Southeast Asia, one of the most controversial episodes in U.S. history. Students will read a wide variety of primary and secondary sources, from recently declassified state and Defense Department documents to poetry and short stories. Course readings are selected from various points on the left-right political spectrum, with both hawks and doves receiving their day in court. Lectures will include the origins of the Cold War, the Eisenhower, Kennedy, Johnson, and Nixon presidencies, antiwar activism and other Vietnam era movements, and American soldiers' experience during and after service in Vietnam.

Seth Jacobs

HS 148 Introduction to Feminisms (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Cross listed with EN 125/PS 125/SC 225

See course description in the Sociology Department.

The Department

HS 155 Lesbian/Gay/Bi/Straight (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Not open to students who have taken HS 215

The course has several aims: first, to examine aspects of the history of gay and lesbian people, movements, consciousnesses, sensibilities, and styles over the past century, focusing on experiences in

France, Germany, England and the U. S., second, to examine ways in which studying homosexuality historically makes it possible to approach what has been called History as, in part, the history of heterosexuality, and third, to examine some of the features and functions of fears about homosexuality and homosexual people.

Paul Breines

HS 160 Germany Divided and Reunited (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross Listed with GM 242

See course description in the German Department.

Christoph Eyckman

HS 161 Biographies of Power in Latin America (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Cross listed with RL 609

Satisfies Cultural Diversity Core Requirement

This course is taught in Spanish.

This course will explore the role of major historical personalities in the political, social, and cultural history of Latin America from the colonial regime to the twentieth century. Our goal will be to analyze the ideas and deeds of Latin American men and women who had a significant impact in shaping politics, gender relations, ethnic identities, and social movements.

Sergio Serulnikov

HS 164 Historical Archeology (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Not open to students who have taken HS 224

Of what use is archeology to the historian? How do the goals and techniques of historical archeology complement those of traditional historical research? How has historical archeology developed since the early nineteenth century, when it was little more than treasure-hunting for European museums? In exploring these and other questions, our attention will focus on ancient Egypt, on the ancient and medieval Mediterranean, and on the Americas.

John Rosser

HS 173 Colonial Latin America (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Not open to students who have taken HS 268

This class is a survey of three centuries, from the initial Caribbean encounter of Iberian, African, and indigenous cultures and races, to the birth of Latin America's independent culturally and racially-mixed nations. The processes of colonial rule, the nature of interaction between social groups (including the relationship between race and class), and the cultural impact of the colonial experience upon all Colonial Latin America's peoples are emphasized. Attention is given to the institutions, cultures, attitudes, and fortunes of Spaniards and Portuguese; Aztecs, Mayas, and Incas; and African slaves.

Sergio Serulnikov

HS 174 Modern Latin America (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Not open to students who have taken HS 267

This course explores the political and social consequences of independence and the building of national states in former colonies still deeply dependent within the international economy; the long endurance and final abolition of slavery in Brazil and Cuba; the emergence of U.S. economic imperialism and military interventionism, with the revolutionary responses in Cuba in 1898 and in Mexico in 1910; the consolidation of the American empire after World War II; and the revolutionary challenges in Cuba and Central America.

Deborah Levenson

HS 175 The History of Civil Rights and Women's Liberation (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

African-American freedom struggles and campaigns for civil rights have often moved in parallel lines and even intersected with the women's liberation movement. This course looks at the origins, development, politics, culture and exuberance of both the African American struggle for civil rights and the radical women's liberation movement, 1830-1975. We will examine issues such as the anti-slavery movement, campaigns for suffrage, the anti-lynching movement, feminism, black nationalism, school desegregation, abortion rights, and the labor movement.

Crystal Feimster

HS 180 Introduction to Black Urban History: Migration, Modernization and Culture Making (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

This course examines aspects of the social and cultural history of four black urban communities: Boston, New York, Chicago and Los Angeles. Students will be exposed to the varying methodologies used to study black life in the metropolis. An exploration of historical and sociological source texts, literature and the arts will reveal black people's both stratified and dynamic engagement with urban living.

Davarian Baldwin

HS 181-182 American Civilization I and II (Fall/Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past but seeks to go beyond narrative and to provide analytical insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

The Department

HS 189-190 Afro-American History I and II (Fall/Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with BK 104-105

Satisfies Cultural Diversity Core Requirement

Not open to students who have taken HS 283

See course description in the Black Studies Department.

Karen Miller

HS 205 Native Americans in U.S. History (Fall: 3)

Satisfies Cultural Diversity Core Requirement

This course will focus on the history of Native Americans in the Continental United States from the pre-Columbian period to the present. Topics will include findings and controversies in the archeological record, pre-Columbian culture, native-European relations in the colonial era, Indian removal, reservation policy and the genocide debate in the nineteenth century; and Native Americans in the modern era. While this course will cover government policy and white images of Native Americans, the primary focus will be on the social history of Native Americans themselves and how different disciplines seek to understand that history.

Jeff Singleton

HS 207 Islamic Civilization in the Middle East (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Islam has been a dominant element in the Middle East since Muhammad first preached at the beginning of the seventh century.

Muhammad was both prophet and statesman and the impact of this joint mission has been felt through the centuries. What have been the major achievements of the religio-centric culture at the strategic crossroads of Asia, Africa, and Europe? This course explores the relation of Islam to the religions of late antiquity, the religious system of Islam, political and military trends, social and economic tensions, and movements for reform and religious revival.

Benjamin Braude

HS 208 Middle East in the Twentieth Century (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.

Benjamin Braude

HS 213 U.S. Foreign Policy and South Africa (Fall: 3)

Cross Listed with BK 365

See course description in the Black Studies Department.

James Woodard

HS 227 The Late Roman Empire (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The course is a consideration of the history of the Roman Empire from 200-700 C.E. It can also be seen as a series of questions. Why did Constantine the Great convert to Christianity? What role did the Christian Church subsequently play in the history of the empire? What impact did the invasions of German barbarians have on the empire? How does one compare this impact to that of the Arab invasions of the seventh century? Was Edward Gibbon, who wrote *The Decline and Fall of the Roman Empire* correct in summing up this period as "the triumph of barbarism and religion?"

John Rosser

HS 241 Capstone: Boston's College—Your Life (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Cross listed with UN 532

See course description in the University Courses section.

J. Joseph Burns

HS 264 The Holocaust (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course explores the causes and consequences of what was arguably the most horrific event in all of history. Topics include both the long term origins of the Holocaust in European racism and anti-Semitism and the more immediate origins in the dynamics of the Nazi state and war against the Soviet Union. Particular attention will be given to debates and controversies, including the motivations of German and non-German perpetrators, bystanders, and collaborations, the place of Jews and non-Jews in Holocaust historiography, the continuities of racism and genocide and their comparability, and the consequences of the Holocaust for memory and world politics.

James Bidwell

HS 279 The Tradition of Law (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will trace the development of the law from the tenth century to the present by focusing on courts, juries, criminal and civil procedure, the creation of law and lawyers. Students will read case law, statutes, court decisions and, where appropriate and available, secondary literature on particular topics.

Robin Fleming

Alan Rogers

HS 285 African American Life Narratives (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments shaped individual perspectives of personal and racial identity, and uses narratives and autobiographies to analyze how meanings of blackness are shaped by region, class, gender, sexuality, and historical context.

Karen Miller

HS 292 The Witch, the Church, and the Law (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.

Virginia Reinburg

HS 300 Study and Writing of History (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

Each section offers a different topic.

Required for history majors

The purpose of these courses will be to introduce students to the methodology and process of writing history by focusing on a topic for which a body of source material is readily available. Each student is expected to use pre-selected documentary material to prepare a major research paper.

The Department

HS 300.02 Study and Writing of History: Tony Blair and "New Labor" (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

The course will involve research and analysis into the career of Tony Blair and his role in the rebirth of the Labour Party whose leadership he inherited in 1994. The Labour Party, which did so much to create the welfare state just after the Second World War, had by the late 1970s entered an era of deep and fundamental crisis. Its history during the 1980s and early 1990s was marked by fierce internal battles, contests for power and repeated electoral defeats. From this experience of defeat emerged a very different party crafted by Blair and his allies.

James Cronin

HS 300.03 Study and Writing of History: Law and Politics in Twentieth Century America (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

This section will focus on the interaction of politics and law in modern American life. We will begin by reading monographs which examine this phenomenon in specific settings, and then move on to identify controversies and the primary sources that can serve as the basis for research papers.

Mark Gelfand

HS 300.04 Study and Writing of History: Social History of the Great Depression (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

This course examines the fundamentals of the historian's craft through case studies of the social history of the 1930s. Using both primary and secondary sources, we will examine the impact of the Great Depression and the New Deal on workers, farmers, women, African-Americans, migrants, and other social groups. We will also explore the methodological issues involved in interpreting sources such as letters, reminiscences, and oral history.

Marilynn Johnson

HS 300.06 Study and Writing of History: Romans and Christians (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

Only with the conversion of Emperor Constantine the Great (around 312 A.D.) did Christians become Romans in the sense of being full citizens of the Roman Empire. Before that they were not tolerated and subject to intermittent persecution for reasons that seemed quite logical to Roman officials like Pliny the Younger. How Romans viewed Christians from around 45 A.D. to around 400 A.D. is explored, along with questions about what it meant to be a Christian (e.g., a Gnostic Christian as opposed to a martyr), why important persons like Constantine and Augustine converted while others remained pagans. Emphasis is given to analyzing primary sources by traditional Roman and Christian writers, in an attempt to explore what one modern historian, Keith Hopkins has called "the strange triumph of Christianity."

John Rosser

HS 300.50 Study and Writing of History: Puritanism (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

Why did hundreds of thousands of people in Europe and New England become Puritans during the sixteenth, seventeenth, and eighteenth centuries? How and why did Puritanism become such a powerful force in early modern politics? How did Puritanism motivate England's greatest poet (Milton) and its greatest philosopher (Hobbes) to write their greatest works? This seminar seeks to answer these questions and others from a series of contemporary religious, political, and intellectual perspectives.

Burke Griggs

HS 300.59 Study and Writing of History: Overseas Migration in the Nineteenth Century (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

Topics for consideration and research include motives for emigration, changes in the speed and comfort of sea travel, and the conditions immigrants found overseas. Because the primary sources most readily available are in the British Parliamentary Papers, the course will focus on migration to and from British possessions. Given the extent of the British Empire at this time, this is not a severe restriction, since it includes the migrations of Chinese (through Hong Kong), South Asians (from British India), Africans (especially to the British West Indies), and Pacific Islanders (to Australia), as well as European migrations to Australia and Canada. However, the course does not include European migration to the United States.

David Northrup

HS 300.64 The Study and Writing of History: Stalinist Terror (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

In polls of college teachers, Stalin ranks second only to Hitler as the world leader who did the most to shape the history of the twentieth century. Stalin, like Hitler, is responsible for political terror on a hitherto historically unprecedented scale. Records on Hitler's crimes have long been available to historians, thanks to his defeat in World War II. But until recently, documents on Stalin's Terror remained locked away in sealed archives, guarded by the secret police. This course will acquaint students with recent findings on Stalinist Terror while developing research, writing and analytical skills.

Roberta Manning

HS 300.75 The Study and Writing of History: Anglo-Irish Relations, 1939-1949 (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

This course will examine the evolution and transformation of the Anglo-Irish relationship from the outbreak of World War II, when Ireland declared itself a neutral, to the establishment of the Irish Republic in 1949. Specific attention will be given to the means by which Ireland managed to remain the only neutral dominion as it gradually disengaged itself to form the British Commonwealth, while at the same time obtaining from Britain, through The Ireland Act of 1949, a most favored nation status. Issues that most affected the Anglo-Irish relationship were military, economic, cultural and immigration concerns.

Thomas Hachey

HS 300.80 The Study and Writing of History: Russia and the West (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

This course involves writing research papers that study how Russia has been perceived and discussed in Europe and America from the eighteenth century through the twentieth century. The primary source materials for the research projects will involve travel accounts, policy discussions, and media coverage of Russia and the Soviet Union. Students will be asked to think about what kinds of concerns, fears, fascinations, images and stereotypes have influenced Western perceptions of Russia, and relations with Russia.

Lawrence Wolff

HS 300.81 The Study and Writing of History: Witchcraft, Magic and Heresy (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

The purpose of the course is to introduce students to the practice of history through intensive reading and writing about witchcraft, magic, and heresy in sixteenth- and seventeenth-century Europe. Over this two hundred year period thousands of trials were conducted in church and secular courts for practices labeled sorcery, superstition, and heresy. At the same time hundreds of published works on demonology by theologians, lawyers, and rulers portrayed in detail the many offenses against God and humanity committed by Satan and his human collaborators, the witches.

Virginia Reinburg

HS 300.85 Study and Writing of History: Allied Occupation of Japan (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status

The Allied Occupation of Japan (1945-52) was arguably the most successful example of democratization and nation-building in modern history. It was also a cross-cultural moment of incredible intensity, full of trauma, ambiguity, and visions for a better future. Centering as much as possible on the Japanese experience of these years, this course explores the richness of this history and its wide variety of sources, and provides opportunities for original research.

Franziska Seraphim

HS 693 Honors Seminar (Fall: 3)

Prerequisite: Approval through Honors Committee

This course, required for seniors doing an honors thesis or an advanced independent research project, will guide thesis writers through the art and mechanics of writing a thesis. In the seminar, students will regularly report on their progress, master citations and bibliographies, learn how to structure and outline a project of this length, and by semester's end will prepare a draft of the introduction and first chapter.

Cynthia Lyerly

HS 695 Advanced Independent Research (Fall: 6)

Prerequisite: Any two semesters of HS 001 through HS 094

Formerly known as Scholar of the College.

See course description under HS 695.

The Department

HS 696 Advanced Independent Research (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.

The Department

HS 698 Advanced Independent Research (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Students who are enrolled in an approved Scholar of the College Project (HS 695-696) will carry this course as the credit vehicle for the final thesis submitted to the Department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

The Department

HS 699 Readings and Research: Independent Study (Fall/Spring: 3)

Prerequisite: Permission of professor and Director of Undergraduate Studies; any two semesters of HS 001 through HS 094

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.

The Department

Undergraduate and Graduate Course Offerings

HS 303 The Rise of Modern China (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

A survey of Chinese history from the Classical Age to the present with emphasis on ideas and institutions and with attention also to social, political and international developments.

The Department

HS 304 Twentieth Century China (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

The course will first provide an overview of the political, social, and intellectual history of China in the twentieth century from 1900 to the present; it will then focus on an analysis of crucial issues during the period of the Republic of China from 1912 to 1949, including such topics as Intellectual Revolution, warlordism and political unification, Japanese and Western imperialism and its impact on China's national disintegration, and the rise of the new ruling elite and its role in the process of national integration and modernization. The period of the People's Republic since 1950 will also be covered.

The Department

HS 308 Early Modern Japan, 1600-1890: Samurai, Geisha, and Other Traditions (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

This course introduces upper-division undergraduates to broad political, social, economic and cultural developments in Tokugawa Japan (1600-1868) through the early Meiji transition. Powerful shoguns, brave and local samurai, and beautiful geisha conjure up images of an exotic, traditional Japan long gone. But what did it feel like to live in the eighteenth century? How have we, and the Japanese, come to think of that era as tradition?

Franziska Seraphim

HS 309 Modern Japan, 1890-2001: Competing Localism, Nationalism, Internationalism (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

This course focuses on the emergence of Japan as an international, industrialized, and democratic country from the late nineteenth through the end of the twentieth century. We will read about Meiji society as it was imagined and lived, examine ideas and realities of Japanese imperialism in Asia, discuss the nature of wartime fascism compared to ultranational regimes elsewhere, and tackle contradictions that characterize postwar society. Finally, we will assess the changes and challenges in the 1990's in relation to Japan's long postwar.

Franziska Seraphim

HS 315 Islam in South Asia (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course is an introduction to this vast and diverse community, from the introduction of Islam in the seventh century to the present. Topics to be covered will include sufism and the conversion to Islam, the nature of Muslim politics with special focus on the Mughal Empire, popular religious practices, Muslim revivalism in the nineteenth century, relations between Muslims and Hindus, the partition of British India, and Muslim identity and politics in contemporary India and Pakistan.

Prasannan Parthasarathi

HS 318 Post-Slavery History of the Caribbean (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Cross listed with BK 318

Satisfies Cultural Diversity Core Requirement

This course examines the political, economic and social evolution of the Caribbean since slave emancipation. Its emphasis is on the development of underdevelopment in the region, and in this regard it looks closely at the historical character of the Caribbean's incorporation in the international system. Its compass covers the Anglophone, Hispanophone, and Francophone Caribbean from Haitian independence in 1804 to the present.

Frank Taylor

HS 325 Revolutionary Cuba: History and Politics (Spring: 3)*Prerequisites:* Any two semesters of HS 001 through HS 094**Cross listed with BK 325****Satisfies Cultural Diversity Core Requirement**

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

*Frank Taylor***HS 326 History of Modern Iran (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Satisfies Cultural Diversity Core Requirement**

This course will provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Emphasis will be placed on the following: structural changes in the Iranian economy and society in the latter part of the nineteenth century; social and religious movements; the constitutional revolution of 1905-1911; changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments since the revolution; and Iran's current regional and international role.

*Ali Banuazizi***HS 351 Information Revolutions (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

This course will explore the contemporary information revolution in the context of earlier revolutions in the ways humans have gathered, stored, organized, and used information. We will examine historical shifts from oral culture to literacy, from manuscript to printing, and new technologies from the past: photography, sound recording, moving images and electronic computing.

*James O'Toole***HS 353 Africa, Islam and Europe (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

This course examines the patterns of relations of the people of sub-Saharan Africa with the Islamic world and Europe from the tenth century to the present. Using a comparative perspective, it examines trading relations (including European and Islamic slave trades), religion and culture (including education and literacy), political and military formation and changing social and gender relations. This course concludes with the examination of recent conflicts and cooperation among African Muslims and Christians. Reading includes autobiographies and other primary sources.

*David Northrup***HS 354 History and Memory in the Twentieth Century (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

In this course we explore a variety of media, textual as well as visual, from around the globe to develop a critical understanding of the political uses of memory in modern societies, and to explore its usefulness and limitations in historical writing.

*Franziska Seraphim***HS 371 France 1940-1950: The Dire Decade (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

This course will examine the Dire Decade which began with the fall of France in 1940 and ended with the emergence of the New France and the beginning of European unification in 1950. This

period of convulsive change will be explored through a careful examination of the underlying causes of the collapse of France, an analysis of France's ambiguous role in World War II, Vichy, the Resistance and the Liberation, and a systematic study of the remarkable reconstruction of the country from 1945 to 1950. There will be a strong emphasis on the personal accounts of French men and women.

*Rev. Francis Murphy***HS 373 Slave Societies in the Caribbean and Latin America****(Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Cross listed with BK 373****Satisfies Cultural Diversity Core Requirement**

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.

*Frank Taylor***HS 376 Latin American Women/Themselves (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Satisfies Cultural Diversity Core Requirement**

After reading one general history of women and gender in Latin America, students will read testimonies by Latin American women. We will deal with the problem of the structure women give to their own lives in their narratives, as well as with more straightforward issues such as the sexual division of labor, and the nature of family, and of gender relations in Latin America. The testimonies will be used as windows into objective and subjective history and the ways in which these two intersect.

*Deborah Levenson***HS 385 Introduction to Modern South Asia (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Satisfies Cultural Diversity Core Requirement**

This course is a survey of the history of the Indian subcontinent from Mughal times to Independence. Topics to be covered will include the decline of the Mughal Empire, the rise of British rule and its impact, the Mutiny and Civilian Revolt of 1857, the invention of a traditional India in the nineteenth century, law and gender in British India, Gandhi and Indian nationalism, and independence and partition.

*Prasannan Parthasarathi***HS 401 The Reformation (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century. We shall consider these questions by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer, Protestant and Catholic, female and male, peasant and aristocrat.

*Virginia Reinburg***HS 430 Revolutionary Britain, 1603-1714 (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094**Cross listed with EN 494**

This course surveys the history of the British Isles during its decisive period, when religious hatreds, social tensions, and political

crises led to civil war and the first revolution in European history. Within the span of a century, revolutions in politics, religion, and government transformed England from a second-rate state into one of the leading powers of the world, while similarly momentous revolutions in science, philosophy, and literature brought British thought and culture to the forefront of Europe.

Burke Griggs

HS 433 The Great Hunger (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The Great Irish Famine of 1845-1851 was the pivotal event in modern history, and influenced the course of events throughout the English speaking world. This course will place "The Great Hunger" in its social, economic and political context. We will explore both the ecology and sociology of famine in Ireland and attempt to place Irish experience in a wider comparative perspective. Particular subjects of inquiry will include the relationship between globalization and food security, trans-Atlantic ecological exchange, demographic and political interactions, and the Irish diaspora.

Kevin O'Neill

HS 434 History of Northern Ireland, 1912 to the Present (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last twenty-eight years and the peace process which has successfully produced the landmark "Good Friday Agreement" will be examined. The course will consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments.

Robert Savage

HS 436 Twentieth Century Ireland (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will explore the political, cultural and social history of Ireland in the twentieth century. Topics covered will include the Gaelic and literary revival, women's suffrage, the struggle for independence, civil war and the partition of the island. We will also examine economic development on both sides of the border and look at the civil unrest that has plagued Northern Ireland over the past thirty years. Particular attention will be devoted to the unfolding peace process and the role played by British, Irish and American leaders in trying to find a solution to "The Troubles."

Thomas Hachey

HS 441-442 Rise of Modern Germany (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This class is designed for students who already have a general familiarity with European history and who desire an intensive examination of the problems surrounding the emergence of modern Germany, especially as seen by recent scholars. Students are urged to enroll in both semesters of this course. Generally, however, students who desire an in-depth analysis primarily centered on Nazi Germany are advised to select HS 143 Adolf Hitler and the Third Reich.

The Department

HS 444 End of History and After (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The ending of the Cold War and the collapse of socialism prompted a lively and intense debate about the end of history. This course will investigate how such a strange notion could have arisen and attracted such serious attention, and whether this debate has any continuing effect on historical understanding and interpretation. More specifically, does it retain any useful meaning more than a decade after the end of the Cold War and in the aftermath of

September 11? Major events that led to the idea will provide us with perspectives with which to assess its relevance to the post-Cold War world.

James Cronin

HS 455 Who Lost Russia? (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The dissolution of the USSR is one of the most important events of our times. The coming of democracy has resulted in new freedoms but has been accompanied by an unprecedented economic collapse and ethnic violence. Who/what are responsible? Boris Yeltsin's American advisors and their shock therapy? The Old Guard Communists? The Mafia? Why did Communism collapse so suddenly? What kind of political and economic system has replaced it? What does the future hold?

Roberta Manning

HS 464 Europe Between Revolution and Reaction: 1814-1871 (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will examine the development of Europe from the fall of Napoleon in 1814 to the end of the Franco-Prussian War in 1871, a period when the forces released by the French Revolution were transforming European society.

Alan Reinerman

HS 465 European Diplomatic History, 1815-1914 (Spring: 3)

A study of the major events and transformations in international relations from the Congress of Vienna to the outbreak of the Great War.

Alan Reinerman

HS 469 Intellectual History of Modern Europe I (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will focus on the nineteenth century (1789-1914), devoting main but not exclusive attention to the thinking and impacts of four, dead, white, straight, European males: Hegel, Marx, Nietzsche, and Freud. It will take seriously the terms just mentioned—death, whiteness, heterosexuality, masculinity and Europe—in examining the stories these major thinkers tell about the world and themselves.

Paul Breines

HS 473 Modernity Confronts Catholicism, 1789-1989 (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Beginning with the French Revolution, Roman Catholicism came to be imagined by others—and constructed by itself—as radically incompatible with modernity. The nineteenth century widened the gap: positivism, democratic institutions, laicist nation-states, and ever-increasing urbanization all posed threats to Catholic traditionalism. This course in intellectual-cultural history will survey numerous topics the development of doctrine; Syllabus of Errors; rationalism verses fideism; Thomistic revival; Marx, Darwin, and bourgeois culture; the Modernist Crisis; Anti-Semitism; and Vatican II. Particular attention will be paid to the Church's evolving moral teachings in areas of specific modernist concerns including economics, politics, society, and gender.

Stephen Schloesser, S.J.

HS 476 The Culture of Athenian Democracy (Spring: 3)

Cross listed with CL 254

Prerequisites: Any two semesters of HS 001 through HS 094

A political and cultural history of Athens during the creation and height of its democracy (around 480-400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles and the eventual collapse following the

Peloponnesian War. Readings in translation include: Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides and Aristophanes).

Gail Hoffman

HS 489 France in the Nineteenth Century (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Beginning with an investigation of France's condition as it emerged from the great Revolution, the course will continue with Napoleon's liquidation of the Revolution and then trace the revolutionary legacy as it worked itself out in the political and social movements of the nineteenth century. The story of French economic development will be interwoven with the turbulent political and social history of the succeeding monarchies, empires, and republics, and the intervening revolutions of 1830, 1848, and 1870-71. The course will conclude with an examination of France on the eve of the First World War.

Paul Spagnoli

HS 506 History of the American West (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course surveys the economic, political, social and cultural development of the trans-Mississippi west. Beginning with early European conquest of the region, the course explores the history of the western frontier as a zone of contact and conflict between Euro-Americans, Indians and Asian immigrants. We will also examine the rise of the modern urban West to a position of power in the twentieth century.

Marilynn Johnson

HS 509 Eighteenth Century America (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The eighteenth century was a time of extreme paradox and rapid change in American history. It brought wider freedoms for whites yet slavery's expansion, the growth of cities yet the idealization of the rural farmer, growing secularism and faith in reason alongside the emotional fervor of the Great Awakenings. In this course, we will explore the society, culture, and world views of eighteenth century Americans.

Cynthia Lyerly

HS 510 Text and Context: Ralph Ellison's *Invisible Man* and the Black Modern Experience (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Cross listed with BK 510

An interdisciplinary approach will be used to examine the historical, social, and cultural contexts for Ralph Ellison's *Invisible Man*. Specifically, bringing historical and cultural analysis to bear on a single work of fiction, this course will survey key themes in African-American life from 1899 to 1950 including migration, urbanization, the black modern aesthetic, black radicalism and black nationalism. With W.E.B. DuBois' concept of "double consciousness" in mind, the course explores how the black subject is in many ways both outside of, yet central to, the modern experience.

Davarian Baldwin

HS 513 The Transcendentalists' New England (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

In the years before the Civil War, a generation of New Englanders produced an American Renaissance. This course will explore the works of Emerson, Fuller, Thoreau and their contemporaries. We will connect intensive readings in Transcendentalists' texts with studies in the broader history of immigration, industrialization and reform in the antebellum era.

David Quigley

HS 518 U.S. Constitutional History (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course focuses on the United States Supreme Court's interpretation of the Constitution. The presumption is that the Court's decisions reflect and shape American society's political, economic, social, and cultural history.

Alan Rogers

HS 522 History of Civil Liberties and National Security, 1789-

2001 (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course draws on primary documents, monographs, and government publications to explore how the federal government has struggled to balance its responsibility to provide for the common defense with its responsibility to protect individual liberties during national security crises. Specific topics include: passage of the Alien and Sedition Acts, formation of the reservation system during the Indian Wars, Lincoln's suspension of habeas corpus during the Civil War, internment of Japanese Americans during World War II, and McCarthyism. As an epilogue, we will consider questions about civil liberties and national security that have emerged since the terrorist attacks of September 11, 2001.

Heather Fryer

HS 526 Law and American Society (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Not open to students who have taken HS 253

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social, and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and use it to achieve their vision of a good society.

Mark Gelfand

HS 538 Gender in American History (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will explore changing and competing conceptions of manhood, womanhood, and gender relations in American history. Particular attention will be paid to the ways various constructions of gender have served the interests of a race, ideology, or class in American history, the relational nature of gender roles, and the ways prevailing gender ideals influenced men's and women's experiences in America.

Cynthia Lyerly

HS 541 Women in Twentieth Century America (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will survey the varied experiences of women in twentieth century America. Students will explore both the vast changes and the persistent problems that women have encountered in family life, sexuality, housework, education, the workforce and politics.

Crystal Feimster

HS 551 United States 1912-1945 (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.

Mark Gelfand

HS 552 United States Since 1945 (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs, foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

Mark Gelfand

HS 554 Race, Gender, and Sexuality in the American South (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Exploration of the changing patterns of manhood and womanhood in the southern regions of the United States from the colonial period through the twentieth century, with emphasis on race and gender politics. Topics include slavery, labor, race, class relations, family life, sexuality, and violence.

Crystal Feimster

HS 556 Boston Neighborhoods (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

An historical look at Boston through parts of its "neighborhoods," including the South End, the North End, South Boston, East Boston, Jamaica Plain, Roxbury, Charlestown, and Dorchester.

Andrew Bunie

HS 558 American Irish (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Not open to students who have taken HS 286

As many as seven million Irish men, women, and children have crossed the Atlantic Ocean for North America since the early seventeenth century. Almost five million of them came to the United States between 1820 and 1920 alone. This vast movement of people was of great historical significance on both sides of the Atlantic, shaping the destiny of modern Ireland and intersecting with some of the major economic, political and cultural developments in American history. This course will examine the history of Irish transatlantic migration from the seventeenth century to the late twentieth century.

Kevin Kenny

HS 564 Goin' to Chicago: The Great Migration and Urban Culture in the Black Metropolis (Spring: 3)

Cross listed with BK 564

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

This course examines the social and cultural history of Chicago's black urban community. By focusing on the early to mid twentieth century, this course highlights a period of cultural contact and transformation marked by the Great Migration, industrialization and a commercialization of culture in urban centers. More generally, the aims of this course are to examine how migration and the shifting notions of race, class, and gender shaped life in urban places. Furthermore, urban identity formations will be explored through musical forms, visual images, literary styles, and the leisure activities of everyday culture.

Davarian Baldwin

HS 567 History of Sports in America (Spring: 3)

A look at recreation, leisure, and sports as a way of life in America, and as an integral part of the total society. Ranging from urban immigrant settlement house basketball in the early 1900's to

present-day Holy War—BC-Notre Dame football—emphasis is placed on class structure in athletics, the issue of race, monetary upward mobility, sports and the city, the nation's love affair with heroes, and more recently with heroines, as well as gender issues.

Andrew Bunie

HS 571-572 U.S. Foreign Relations I and II (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course is a two-semester survey of the history of U.S. foreign relations from the Revolutionary War through the present day. Students will examine conflicting interpretations of America's role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military, and economic superpower in history. Important topics include the territorial expansion of the American empire, the development of, and debate over, constitutional powers, and the struggle for American markets in Asia and elsewhere.

Seth Jacobs

HS 606 Racial Violence in American History (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Examination of the role of violence in shaping the political, social and economic experiences of various racial groups in the United States. Emphasis on the racial, religious, and ethnic violence against Native Americans, European emigrants, African Americans, Chicanos, and Asian Americans. Topics include trail of tears, slavery, manifest destiny, Reconstruction, lynching, Japanese internment camps, prostitution, the gold rush, and the Civil Rights movement.

Crystal Feimster

HS 630 Themes in Brazilian History (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This seminar explores important aspects of Brazilian history such as the Portuguese colonization, slavery and abolition, changes within the countryside, urbanization, transformations within social movements, and popular culture.

Deborah Levenson

HS 665 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; permission of instructor

Cross listed with EN 603

This course is for students who have taken Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminisms.

The Department

HS 675 American Studies Senior Seminar: Patriotism and American Culture (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

In the wake of September 11, 2001, patriotism has dominated the nation's public culture. Political campaigns, bestseller lists, half-time shows—all flood the public with appeals to country and celebrations of all that is American. This seminar charts the complex histories of American patriotism and its various contemporary dimensions. Texts to be interpreted range from academic histories to popular music, from Hollywood films to children's literature. We will explore the works of, among others, Tom Paine, Alexis de Tocqueville, Frederick Douglass, Abraham Lincoln, Woody Guthrie, Frank Capra, Norman Rockwell, Joseph McCarthy, Gary Gerstle, Richard Rorty, Ronald Reagan and Bruce Springsteen.

David Quigley

HS 676 Perspectives in Latin American History (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Deborah Levenson

Graduate Course Offerings**Graduate Colloquia**

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. All graduate students are urged to take at least one colloquium each semester.

HS 803 Colloquium: Soviet History (Fall: 3)

Study of major historical works on Soviet history from the 1917 Revolution to World War II, with an emphasis on current historical issues, the controversial Stalin period, domestic developments, and political and social history. Particular attention will be paid to the impact that the opening of Soviet archives has had on historical writing and our knowledge of Soviet history.

Roberta Manning

HS 843 Colloquium: Modern Irish History (Fall: 3)

This colloquium will explore some of the major issues in Modern Irish History. Its primary focus will be on Revisionism and related developments in the writing of Irish social, economic, and political history over the last two decades.

Robert Savage

HS 845 Colloquium: Famine and Social Crisis (Fall: 3)

This course will explore the historical relationships between social, economic and political systems and the maintenance of subsistence in peasant society. An interdisciplinary and comparative approach will be utilized to permit the exploration of famine experience in Europe, Asia, and Africa, from 1845 to the Present.

Peter Gray, Burns Scholar

HS 871 Colloquium: U.S. to 1877 (Spring: 3)

This course is designed to familiarize students with critical issues and interpretations in the field of American history up to Reconstruction.

David Quigley

HS 872 Colloquium: U.S. History Since 1860 (Fall: 3)

This course is designed to familiarize students with critical issues and interpretations in the field of American History since Reconstruction. We will pay particular attention to the relationship between recent developments in historiography and traditional approaches to modern American history.

Seth Jacobs

HS 896 Core Colloquium: Early Modern European History (Fall: 3)
Required for all incoming Ph.D. students

This course will serve as intellectual preparation for teaching the first half of the history department's Core course in modern history, which covers roughly the period from the late Middle Ages through the French Revolution. Equally important, however, the course will also serve more broadly as preparation for advanced study in history. The course is organized topically rather than chronologically, and readings have been chosen because they treat an important topic in the period because of their significance for historical interpretation and practice today.

Burke Griggs

HS 897 Core Colloquium: Modern European History II (Spring: 3)
Required for all incoming Ph.D. students

This colloquium will serve as a broad introduction to major themes, controversies, and historiographic developments in modern European history. The focus will be largely upon social and economic history.

James Cronin

Graduate Seminars**HS 921 Seminar: Medieval European History (Spring: 3)**

Students in this seminar will write original research papers on some topic in Medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources. Students will not only be required to write a paper, but to read and critique all papers written in the seminar.

Robin Fleming

HS 937 Seminar: Modern European History (Fall: 3)

This course is designed to provide a structured setting within which students of Modern European history can conceive and execute major research papers. The classes will focus primarily on historiography. Students will be free to select topics dealing with any aspect of modern European history, and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language.

Peter Weiler

HS 971 Seminar: Nineteenth Century U.S. History (Fall: 3)

Kevin Kenny

HS 978 Seminar: Twentieth Century U.S. (Spring: 3)

James O'Toole

HS 992 Seminar: Dissertation Seminar (Spring: 3)

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method, and organization. Students will be expected to report on their dissertation proposal and to present, by the end of the semester, a section of the dissertation itself.

Prasannan Parthasarathi

Graduate Independent Study**HS 799 Readings and Research (Fall/Spring: 3)**

The Department

HS 801 Thesis Seminar (Fall: 6)

The Department

HS 888 Interim Study (Fall/Spring: 0)

The Department

HS 997 Dissertation Workshop (Fall/Spring: 1)

All history graduate students, except non-resident students, who have finished their comprehensive examinations are required to enroll in the Dissertation Workshop.

The Department

HS 998 Doctoral Comprehensives (Fall/Spring: 0)

The Department

HS 999 Doctoral Continuation (Fall/Spring: 0)

The Department

The Honors Program**Departmental Notes**

- Director of the Honors Program: Dr. Mark O'Connor, 617-552-3315, oonomma@bc.edu
- Administrative Secretary: Pat Dolan, 617-552-3315, patricia.dolan@bc.edu
- World Wide Web: <http://www.bc.edu/schools/cas/honors/>

The Structure of the Honors Program

All Boston College undergraduates are required to do an extensive Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity

nity to complete most of this Core in a four-year sequence of courses and academic challenges that offers an integrated liberal arts education of a kind one can find in few colleges or universities. On this solid foundation a student can then build a major concentration in one or more specialized disciplines, or add one of the interdisciplinary minors available to all students in the College.

The program offers small classes (no larger than fifteen students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development: in the first and second years, an overview of the whole Western cultural tradition, in the third year, a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis or creative project or in an integrative seminar.

The Honors Program office is located in a suite of rooms in Gasson Hall, the oldest of the buildings on the campus, designed in the early years of this century by the noted architect of the Gothic Revival style, Charles Donagh Maginnis. It includes a seminar room and a large library—the original library of the College—which is at the disposal of Honors Program students for study and also serves as the setting for lectures, concerts, and social gatherings for faculty and students.

Freshman and Sophomore Year

In their first two years, students take a course called The Western Cultural Tradition. This is a four-semester, six-credit course, equal to two of the five courses BC students take each semester. It is taught in seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science. Though individual instructors vary their reading lists, there is broad agreement about the central texts. The first year deals with the classical tradition. It begins with Greek literature and philosophy, Latin literature, the Hebrew Bible and the New Testament, and continues through representative texts of the late Roman Empire and early Christianity, Thomas Aquinas, Dante, and mediaeval epic and romantic poetry and drama. The second year begins with Renaissance authors, continues with the religious and political theorists of the seventeenth century, the principal Enlightenment figures, the English and continental Romantics, major nineteenth-century writers such as Hegel, Kierkegaard, Dostoevsky, and Nietzsche, and ends with the seminal cultural theories of Darwin, Marx, and Freud.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary intellectual tradition.

Junior Year

In junior year, students take an advanced seminar called the Twentieth Century and the Tradition. This two-semester course (three credits each semester) draws on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, and developments such as the globalization of the economy and of information technology, in order to examine how the twentieth century has absorbed, criticized, or reinterpreted the cultural tradition it inherited. Students are challenged to understand the interplay between the tradition and some of the significant critical currents in the intellectual culture of our century, for example,

Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture. The aim of the course is to complete the work begun in freshman and sophomore years, to equip students with a critical understanding of contemporary culture that will enable them to live thoughtfully and responsibly. If they study abroad in their junior year they will normally take this course in senior year.

Senior Year

In their final year, students may choose either of two ways of finishing their work in the Program. They may write a senior thesis, which is ordinarily a six-credit enterprise, spread over two semesters. This may be an extended research or analytic paper, or it may be a creative project involving performance in some medium. Students have written on topics as diverse as key words in the Russian text of Dostoevsky, the political organization of the European Community, a Massachusetts state senate campaign, the influence of alcoholic fathers on their sons, superconductivity, and the experience of open heart surgery. They have participated in original cancer research, and produced novels, dramas, operas, and electronic performance pieces. Most students do a thesis in the area of their major, under the direction of an advisor from their major department, but many like the challenge of working outside their own particular disciplines.

Students may choose, instead, to take part in an integrative seminar where they will re-read certain key texts that they may have studied years earlier (Plato's *Republic*, for example) as a way of coming to understand their own experience of college education. The aim is to encourage them as seniors to rise above the specialized viewpoint of their majors in order to grasp the interconnections among contemporary ways of thinking and the principles of value and behavior that have been guiding their development implicitly during their college years.

Honors Program Completion

Students will receive Honors Program designation in the commencement program and on their academic records if they have completed the freshman, sophomore, and junior courses, either a senior thesis and/or one of the senior integrative seminars, and have maintained a minimum 3.4 GPA.

Information for Study Abroad

The Honors Program encourages students to study abroad, especially through their studies to work on language acquisition. Depending on the student's situation, the Honors Program is willing to defer the junior year Twentieth Century and Tradition sequence to senior year, and in certain cases (a full year abroad, and a senior thesis in the offing, with still important requirements left in the major) it is willing to drop that requirement altogether. A student needs to petition, and the Honors Program will build its answer into the mentoring role they offer Honors Program students in fashioning their four-year curriculum.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

HP 001 Western Cultural Tradition I (Fall: 3)

Corequisite: HP 002

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the

freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

The Department

HP 002 Western Cultural Tradition II (Fall: 3)

Corequisite: HP 001

See course description under HP 001.

The Department

HP 003 Western Cultural Tradition III (Spring: 3)

Corequisite: HP 004

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

The Department

HP 004 Western Cultural Tradition IV (Spring: 3)

Corequisite: HP 003

See course description under HP 001.

The Department

HP 031 Western Cultural Tradition V (Fall: 3)

Corequisite: HP 032

See course description under HP 001.

The Department

HP 032 Western Cultural Tradition VI (Fall: 3)

Corequisite: HP 031

See course description under HP 001.

The Department

HP 033 Western Cultural Tradition VII (Spring: 3)

Corequisite: HP 034

See course description under HP 001.

The Department

HP 034 Western Cultural Tradition VIII (Spring: 3)

Corequisite: HP 033

See course description under HP 001.

The Department

HP 133 Twentieth Century and the Tradition I (Fall: 3)

This is a continuation of the Western Cultural Tradition course into the twentieth century, and it is required of all Honors Program juniors. The course describes what happened to the tradition in the twentieth century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it.

Elizabeth Chadwick

Christopher Conzas

Thomas Epstein

Mary Joe Hughes

Michael Martin

Susan Mattis

John Michalczyk

HP 134 Twentieth Century and the Tradition II (Spring: 3)

The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under

the heading of postmodernity. Here the focus will be on the fundamental critique of the tradition posed by post-structuralist cultural theories, feminism, deconstructionism, the communications revolution, changing views of non-Western cultures, and new perspectives centering on race, ethnicity, and gender. The crucial question to be addressed is whether, and on what terms, it is possible to construct a reliable identity and an adequate basis for moral choice and political action.

Elizabeth Chadwick

Christopher Conzas

Mary Joe Hughes

Alan Lawson

Michael Martin

Susan Mattis

Kevin Newmark

HP 199 Readings and Research (Fall/Spring: 3)

The Department

HP 252 Senior Seminar: Odysseus to Ulysses (Spring: 3)

Timothy Duket

HP 253 Senior Seminar: Literature and Medicine: The Human Experience (Fall: 3)

This course examines ethical, social, moral, and psychological issues in the areas of science and medicine as expressed through various literary genres, e.g., novels, plays and poems. Literary masterpieces are employed as a springboard for discussion of various scientific and human issues as they relate to disease, death, suffering, and healing. Topics covered include the evil doctor, the quack, human and animal disease as metaphor, birth and death, mental illness, and the physician as artist.

HP 254 Senior Seminar: Law, Medicine, and Public Policy (Spring: 3)

Law, Medicine and Public Policy examines legal and public policy issues in medicine. It is designed so that students take a position on difficult or emerging issues such as treatment of infants at the margins of viability, physician refusal of requested life-prolonging treatments, experimentation, new forms of reproduction, issues in managed care, etc. The goal is to have the students recognize inadequacies or difficulties in present practices and to formulate policies for new or developing issues in medicine.

John J. Paris, S.J.

HP 257 The World of St. Augustine (Spring: 3)

This course considers Augustine's use of the images which accompany the (new) feast of Christmas/Epiphany and Easter, Augustine's discussions of the Pelagianism and Donatism and their sources from his world and from classical literature, and a consideration of the place of Rome in his thought. Central to this will be a consideration of the importance of imagination in theology. Our point of departure will be Garry Wills' new book on Augustine, Peter Brown's biography of Augustine, and R. A. Markus' study of Augustine.

Thomas P. O'Malley, S.J.

HP 258 Language of Liturgy (Fall: 3)

Michael J. Connolly

HP 259 Hitler, the Churches, and the Holocaust (Fall: 3)

Donald Dietrich

HP 299 Senior Honors Thesis (Fall/Spring: 3)

The Department

HP 399 Advanced Independent Research (Fall/Spring: 6)

The Department

International Studies

Departmental Notes

- Director: Robert G. Murphy, Associate Professor, Economics, Carney 333, 617-552-3688, murphyro@bc.edu
- Academic Advisor/Program Administrator: Linda Gray MacKay, Hovey House 108, 617-552-0740, mackayli@bc.edu
- World Wide Web: <http://www.bc.edu/schools/cas/isp/>

Undergraduate Program Description

The International Studies Program offers an interdisciplinary curriculum to students interested in the international aspects of Arts and Sciences disciplines. Both a major and a minor are available to qualified students. Course offerings under the Program are drawn from nearly all departments in the College of Arts and Sciences. A key goal of the Program is to provide students with the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. The Program encourages study abroad and advanced study of a foreign language.

Applying for the International Studies Major

Students are accepted into the International Studies major by application only. Approximately 20 students will be accepted into the major each year, after they have completed one year of study at Boston College. Admission is determined by the Academic Board of the International Studies program, which includes faculty drawn from many departments and an associate dean from the College of Arts and Sciences. Criteria for admission include academic achievement (overall GPA, rigor of the academic program, and other noteworthy aspects of academic performance), strength of the faculty letter of recommendation, demonstrated personal and intellectual commitment to the field, quality of the student's personal statement, and foreign language proficiency (where applicable to the proposed course of study).

Applications for admission are reviewed twice a year. For the academic year 2003-04, the fall deadline is October 10 and the spring deadline is March 12. Applications are available on-line at <http://www.bc.edu/isp>.

Major Requirements

International Studies Core: Seven courses

- PO 500 Introduction to International Studies
- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics
- Comparative Politics Course—one course
- TH 863 Ethics, Religion and International Politics
- History, Culture & Society—two courses from the following list: HS 055-056 Modern History I and II: Globalization, HS 067-068 Modern History I and II: Europe and the Americas, HS 571 U.S. Foreign Policy, SC 003 Introductory Anthropology, SC 040 Global Sociology, TH 161-162 The Religious Quest: Comparative Perspectives, TH 386 Ethics in a Comparative Perspective, or TH 507 Introduction to Comparative Theology

Disciplinary Base: Six courses

Choose a Disciplinary Base in Economics, Political Science, or History, Culture and Society.

- Economics: EC 201 or EC 203 Microeconomic Theory, EC 202 or EC 204 Macroeconomic Theory, EC 151 or EC 157 Statistics, EC 228 Econometrics or EC 308 Game Theory in Economics
- Two electives chosen from: EC 271 International Economic

Relations, EC 276 Political Economy of Developing Nations, EC 371 International Trade, EC 372 International Finance, EC 373 Economics of Latin America, or EC 375 Economic Development

- Political Science: PO 041-042 Fundamentals I and II, one methods course, and three electives from an approved list
- History, Culture and Society:
Choose either the Ethics and International Social Justice or the Global Cultural Studies option.

Ethics and International Social Justice

Foundational courses—one in each of the following two areas:

Foundations in Moral Philosophy, Religious Ethics, or Political Theory

Choose one of the following: PL 440 Historical Introduction to Western Moral Theory, PL 500 Philosophy of Law, PL 524 Ethics: An Introduction, PL 594 Foundations of Ethics, PO 648 Natural Justice and Moral Relativism, TH 160 The Challenge of Justice, TH 507 Introduction to Comparative Theology, TH 762 Christian Ethics: Major Figures, *Foundations in the Social Sciences (providing an introduction to this approach)*

Choose one of the following: HS 300 The Study and Writing of History (section selected with attention to its relevance to International Studies), PO 415 Models of Politics, PO 422 Comparative Social Movements, EC 234 Economics and Catholic Social Teaching, EC 271 International Economic Relations, EC 276 The Political Economy of Developing Nations, SC 003 Introduction to Anthropology, SC 093 Comparative Social Change, SC 215 Social Theory

- Electives—Select electives according to one of the following options:

Normative Option. Four electives in the area of normative philosophical, theological, or normative political approaches to international affairs
Thematic Option. Four electives in the social sciences, including history, focusing on a thematic topic in international affairs such as inequality, war and peace, global social institutions and movements, the pursuit of economic justice, racial justice, or gender justice
Area Option. Four electives focusing on the study of questions of social justice in one geographic region

Global Cultural Studies

Foundational courses—one course in each of the following two areas:

Theoretical Perspectives on Culture and/or the Arts—

Choose one of the following: EN 173 Introduction to Literary and Cultural Theory, EN 232 Literature and Social Change, FA 109 Aspects of Art, FM 381 Propaganda Film, PS 254 Cultural Psychology, SC 003 Introductory Anthropology, SC 093 Comparative Social Change, HP 134 Twentieth Century and the Tradition II (only available to students enrolled in the Honors Program)

Research Strategies and Methods for the Study of Culture

Choose one of the following: HS 300 Study and Writing of History (section selected with attention to its relevance to International Studies), SC 210 Research Methods, SC 509 Feminist Approaches to Theory and

Methodology, SC 511 Ethnography and Field Research, SL 279 Language and Ethnicity
Electives—Select according to one of the following options:

Global Culture and the Humanities Option. Four electives that examine or compare cultures through works of literature, the fine arts, theology, and/or philosophy, involving themes such as a comparative study of artistic production, literature, religious belief, epistemology, or a study of the insights and cultural functions of literature and the arts.

Global Culture, History, and the Social Sciences Option. Four electives in the social sciences, history, and/or communications that focus on a thematic topic such as the study of technology, race, sexuality, business, aging, myth and symbolism, identity, or kinship in an international context.

Area Option. Four electives focusing on the study of culture in one geographic region.

Senior Year Research and Writing Project: Two Courses

- Fall: Senior Seminar: TH 550, SC 500
- Spring: Senior Thesis, faculty-undergraduate research project, or research/writing/internship

Minor Requirements

The interdisciplinary minor is a carefully structured six-course plan of study. The six courses will include two required foundational courses and four elective courses chosen on the basis of a thematic area of study and a regional focus.

Foundational: Two courses

- PO 500 Introduction to International Studies
- One comparative course from the following:
 - EC 276 Political Economy of Developing Nations (Prerequisites: EC 131 and 132 Principles of Economics Micro and Macro)
 - TH 162 Religious Quest
 - PO 400 Introduction to Comparative Politics
 - SC 093 Comparative Social Change

Thematic Areas of Study: Two courses from one area:

- Development Studies
- International Political Economy
- Causes of War and Peace
- Ethics of International Relations

Geographic Regions: 2 courses from one region

- Africa
- China and Asia
- Latin America and the Caribbean
- Middle East
- Russia and East Central Europe
- Western Europe

Senior Seminar

All International Studies minors must take TH 550, SC 500 Senior Seminar and write a senior paper based on an international theme. The senior seminar can be counted toward meeting a student's thematic or regional elective requirements.

Information for First Year Students

Freshmen who are considering applying to become International Studies majors in their sophomore year should consider taking the following courses to fulfill their social science University Core requirement and to fulfill the core requirement in Economics for the International Studies major:

- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics

Although the following courses are not required, they provide excellent background for the major in International Studies, fulfill University Core requirements in Theology and History, and may be used to fulfill the International Studies core requirement in History, Culture, and Society:

- TH 161-162 The Religious Quest I and II
- HS 055-056 Modern History I and II: Globalization or HS 067-068 Modern History I and II: Europe and the Americas

Information for Study Abroad

Many International Studies majors benefit from studying abroad. Students can transfer credit for two courses taken in each semester that they spend studying abroad.

Students contemplating writing a senior honors thesis who plan to be abroad during the spring of their junior year when the normal application process for an honors thesis occurs, are strongly urged to plan ahead. They should try to establish a thesis topic and identify a faculty member who is willing to supervise their work before they leave Boston College. While abroad, such students should keep in contact by e-mail with their thesis adviser.

For more information, contact Linda Gray MacKay, International Studies Program Administrator at mackayli@bc.edu or 617-552-0740.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

IN 500 Introduction to International Studies (Spring: 3)

Cross listed with PO 500

This course is open to undergraduate students who have not yet taken PO 501 or PO 507.

This course provides an interdisciplinary introduction to international studies. It is designed especially for students who intend to pursue further courses in the field and assumes no prior coursework in related disciplines. The course lays the groundwork for understanding the ways in which international influences shape the world's economies, politics, societies, and cultures, and the consequences for global conflict or cooperation. The course explores how such questions may be answered more comprehensively through an interdisciplinary approach that draws from the social sciences and humanities.
Donald Hafner

IN 504 Seminar: Ethics in International Studies (Fall: 3)

Cross listed with TH 504

Open to Seniors in International Studies and others with the permission of the instructor

The Seminar in International Studies will examine the evolution of individual and group rights throughout the history of modern international relations, but with special attention to the post-World War II period. The unifying question is how individuals and groups obtain fundamental civil, political, social and economic rights not only within the states but also across them.

Donald J. Dietrich

IN 550 International Studies Seminar (Spring: 3)

Cross listed with SC 500

See course description in the Sociology Department.

Paul S. Gray

IN 600 Ethics, Religion and International Politics (Spring: 3)

Cross listed with TH 563

See Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communi-

ties as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force, ethical and religious contributions to reconciliation and solidarity.

David Hollenbach, S.J.

Mathematics

Faculty

Gerald G. Bilodeau, *Professor Emeritus and Director of the Mathematics Institute*; A.B., University of Maine; A.M., Ph.D., Harvard University

Stanley J. Bezuska, S.J., *Professor Emeritus*; A.B., A.M., M.S., Boston College; S.T.L., Weston College; Ph.D., Brown University

Avner Ash, *Professor*; A.B., Ph.D., Harvard University

Jenny A. Baglivo, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

Margaret J. Kenney, *Professor*; B.S., M.A., Boston College; Ph.D., Boston University

G. Robert Meyerhoff, *Professor*; A.B., Brown University; Ph.D., Princeton University

Mark Reeder, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University

John H. Smith, *Professor*; A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Paul R. Thie, *Professor*; B.S., Canisius College; Ph.D., University of Notre Dame

Robert J. Bond, *Associate Professor*; A.B., Boston College; Ph.D., Brown University

Daniel W. Chambers, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

C.K. Cheung, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California

Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

Richard A. Jensen, *Associate Professor*; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

William J. Keane, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

Gerard E. Keough, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Indiana University

Charles Landraitis, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Rennie Mirollo, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

Nancy E. Rallis, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

Ned I. Rosen, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

John P. Shanahan, *Associate Professor*; B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Martin J. Bridgeman, *Assistant Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University

Marie Clote, *Adjunct Instructor*; M.A., D.E.A., University Paris VII

Robert C. Reed, *Adjunct Instructor*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

Donald Wiener, *Adjunct Instructor*; B.A., Long Island University; M.A., Boston College

Departmental Notes

- Department Office: Carney Hall, Room 301
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- World Wide Web: <http://www.bc.edu/math>

Undergraduate Program Description

The Mathematics program for majors is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in the actuarial profession, applied areas of government and industry, and education. Mathematics majors also make excellent candidates for law school.

Courses are also available to support graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

Major Requirements

For students in the classes of 2006 and earlier, the Mathematics major requires completion of ten (10) courses, as follows:

- Six (6) required courses
 - MT 103 Calculus II (Math/Science Majors)
 - MT 202 Multivariable Calculus
 - MT 210 Linear Algebra
 - MT 216 Algebraic Structures
 - MT 310 Introduction to Abstract Algebra
 - MT 320 Introduction to Analysis
 - Four (4) elective courses
 - Chosen from MT electives numbered 400 and above 800
 - A grade point average of at least 1.67 in the ten MT courses used to fulfill the major
- Beginning with the class of 2007, requirements will be changed so that six (6) elective courses must be completed, rather than four.

Well-prepared students may omit some of the required courses, upon recommendation of the chairperson. However, students placing out of one or more required courses are usually required to substitute an MT elective course for each required course omitted, since a minimum of ten courses must be completed in the major.

In order to fully appreciate the role of mathematics in other disciplines, we strongly recommend that all students of Mathematics supplement their programs of study with courses in at least one other discipline where Mathematics plays an important role, such as in Physics, Computer Science, Economics, Psychology, and even Philosophy.

Departmental Honors

The Department offers to qualified Mathematics majors the opportunity to graduate with Departmental Honors. Students considering graduate school in Mathematics would especially benefit from completing this program.

Requirements for completion of the major with Honors include completion of the mathematics major, as listed above, together with:

- Completion of MT 695 Honors Seminar (normally offered in spring semester)
- Completion of two graduate level classes (numbered MT 800 or above)
- A grade point average of at least 3.0 in MT courses numbered 300 or above

Any student considering Departmental honors should talk with his or her faculty advisor or the chairperson no later than the beginning of his or her junior year, to formalize the program necessary to complete the major with the Honors designation.

Minor in Mathematics

The Mathematics minor requires completion of six (6) courses, as follows: Three (3) required courses from MT 101 Calculus I or MT 103 Calculus II (Math/Science majors), MT 200 Intermediate Calculus or MT 202, Multivariable Calculus, or MT 210 Linear Algebra. Three (3) elective courses, chosen from among the following: MT 216 Algebraic Structures, MT 245 Discrete

Mathematics, MT 305 Advanced Calculus (Science majors), MT 310 Introduction to Abstract Algebra, MT 320 Introduction to Analysis, or any MT major course numbered 400 or higher

Well-prepared students may omit some of the required courses, upon recommendation of the chairperson. However, students placing out of one or more required courses are required to substitute other elective courses for each course omitted. A minimum of six (6) courses is required to complete the minor in all cases.

Certain elective courses are particularly well-suited for students minoring in Mathematics, according to their major:

- **Biology and Chemistry**
MT 410 Differential Equations
Either MT 420 Probability and Statistics or MT 426 Mathematical Probability (**not both**)
MT 427 Mathematical Statistics
MT 470 Modelling
- **Computer Science**
Either MT 245 Discrete Mathematics or MT 445 Applied Combinatorics (**not both**)
MT 414 Numerical Analysis
Either MT 420 Probability and Statistics or MT 426 Mathematical Probability (**not both**)
MT 427 Mathematical Statistics
MT 430 Number Theory
MT 435-MT436 Linear Programming I and II
MT 470 Modelling
- **Economics**
MT 410 Differential Equations
MT 414 Numerical Analysis
Either MT 420 Probability and Statistics or MT 426 Mathematical Probability (**not both**)
MT 427 Mathematical Statistics
MT 435-MT436 Linear Programming I and II
MT 470 Modelling
- **Physics**
MT 410 Differential Equations
MT 414 Numerical Analysis
Either MT 420 Probability and Statistics or MT 426 Mathematical Probability (**not both**)
MT 427 Mathematical Statistics
MT 440 Dynamical Systems
MT 451 Euclidean and Non-Euclidean Geometry
MT460 Complex Variables
MT 470 Modelling

Information for Study Abroad

Normally, Mathematics majors should have completed MT 103, MT 202, MT 210, and MT 216 before going abroad. For students abroad in the second semester of junior year only, it is also strongly recommended that you complete one of either MT 310 or MT 320 before leaving.

Students may take no more than two mathematics courses for credit towards the mathematics major while abroad (in fact, a majority complete only one course). All mathematics courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of mathematics course you may take while abroad, but usually each will be counted as an elective. Choices most commonly available include courses in Differential Equations, Numerical Analysis, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability and Statistics, Mathematical Modeling, and Operations Research.

Substitutes for the required courses MT 310 Introduction to Abstract Algebra and MT 320 Introduction to Analysis may be

available while abroad. However, these titles are generic, and thus it is extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

Our most recent students taking courses overseas have enrolled in programs at King's College London, the London School of Economics, the University of Glasgow, the University of Copenhagen, University of Melbourne, and Murdoch University. For course approval, contact Professor Keough (Chairperson), Professor Rosen (Assistant Chairperson), or Professor Reeder (Study Abroad Advisor for Mathematics).

Choosing Courses and Fulfilling Core Requirements

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 3 or higher on the BC Advanced Placement Exam, or a score of 4 or higher on the AB Advanced Placement Exam (once recorded on your transcript by the Admissions Office), exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

- MT 004 Finite Mathematics (e.g., Psychology majors, Nursing students)
- MT 005 Linear Mathematics (e.g., Psychology majors)
- MT 007 Ideas in Mathematics
- MT 020 Survey of Calculus
- MT 190 Mathematics for Teachers (e.g., LSOE students in Elementary Education or Human Development)

For more complete information on course selection, please visit the course selection area of the Mathematics Department website at <http://www.bc.edu/schools/cas/math/>.

Graduate Program Description

Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may elect courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program or before seeking employment in government, industry, or education.

In particular, pure mathematics courses are routinely offered in real and complex analysis, algebra, and logic. In applied areas, courses to meet specific needs are provided, including MT 850 Methods of Applied Mathematics. For a student interested in a career in actuarial mathematics, the department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research), together with occasional offerings of MT 851 Stochastic Processes and MT 853 Topics in Modern Statistics. Students interested in computer science may consider courses offered by the Computer Science Department of the Carroll School of Management, at the level of Computer Science II and higher.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics, in courses such as Scientific Computing

The requirements for the degree are 30 credit hours of courses (ten courses) in the Department and participation in a three-credit seminar (MT 903). Under special circumstances, with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 27 credit hours of courses (nine courses) and a thesis (six credit hours).

Among the ten courses used for graduation, students are required to include (or have the equivalent of) MT 804-805 Analysis I-II, MT 816-817 Modern Algebra I-II, MT 814 Complex Variables I, and one additional course at the level of 800 or higher. All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and MT 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414 Numerical Analysis, MT 426 Probability, MT 427 Mathematical Statistics, MT 430 Number Theory, MT 435-436 Linear Programming I-II, MT 440 Dynamical Systems, MT 445 Applied Combinatorics, MT 451 Euclidean and Non-Euclidean Geometry, MT 470 Modelling, and Computer Science major courses beyond Computer Science I. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside the Department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

Master of Science in Teaching Program

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch School of Education, and students must be accepted by both the Lynch School of Education and the Department of Mathematics.

This program is designed either for experienced teachers or for prospective teachers. It is a two-year program that consists of 46 credits, of which 31 are in Education and 15 (five courses) are in Mathematics. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the Lynch School of Education. For further information on the M.S.T., please refer to the Master's Programs in Secondary Teaching in the Lynch School of Education or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Of the five courses which comprise the mathematics component of the M.S.T., candidates are required to complete MT 804-805 Analysis I-II, which should be completed in the first year. The other three must be MT courses at or above the 400-level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- Either MT 420 Probability and Statistics or MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics that may be accomplished by any Computer Science major course beyond Computer Science I

Another course particularly well suited for this program is MT 430 Number Theory.

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

Mathematics M.A.-M.B.A. Dual Degree

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into both programs. The program takes three years, the first of which is the same as the Mathematics M.A. (18 credits in mathematics including MT 804-805 and MT 816-817). The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year and a Mathematics Teaching Fellowship is possible. Alternatively, all 24 credits may be taken in year three, which precludes a Teaching Fellowship, although some Research Fellowships in CGSOM may be available.

The Mathematics requirements for the dual degree program are identical to the regular Mathematics M.A., including the Comprehensive Exam, except that only 30 credits (rather than 33) are required and the Graduate Seminar is not required. The Management requirements amount to the M.B.A. requirements minus 12 credits of electives.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

Core Courses

These courses do satisfy the University Core requirement in mathematics. Included are general non-calculus courses for students in the humanities, social sciences, Lynch School of Education, and School of Nursing; specialized non-calculus courses; terminal calculus courses; and continuing calculus courses, from which students may proceed to further study.

MT 004 Finite Probability and Applications (Fall/Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This course, for students in the humanities, the social sciences, School of Education, and School of Nursing, is an introduction to finite combinatorics and probability, emphasizing applications. Topics include finite sets and partitions, enumeration, probability, expectation, and random variables.

MT 005 Linear Mathematics and Applications (Fall/Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairman (except for Psychology majors completing their second mathematics corequisite).

This is an introduction to linear methods and their applications. Topics include systems of equations, matrices, modeling, linear programming, and Markov chains.

MT 007 Ideas in Mathematics (Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson.

This course is designed to introduce the student to the spirit, beauty, and vitality of mathematics. The emphasis is on develop-

ment of ideas rather than problem solving skills. Topics vary, but are typically chosen from diverse areas such as geometry, number theory, computation, and graph theory.

Specialized Non-Calculus Courses

MT 190-191 Fundamentals of Mathematics I and II (Fall/Spring: 3)

Satisfies Mathematics Core Requirement

Restricted to Lynch School of Education students

MT 190-191 is a course sequence designed for those who plan to teach mathematics in grades K-9. The emphasis is on the content of mathematics in the emerging K-9 curriculum and its interface with current major issues in mathematics education—problem solving and technology. Topics to be covered include the real number system—with motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

Continuing Calculus Courses

MT 100-101 Calculus I and II (Fall/Spring: 4)

Prerequisite: Trigonometry

Satisfies Mathematics Core Requirement

MT 100 is not open to students who have completed a calculus course at the college level. Students contemplating majors in Chemistry, Computer Science/B.S., Geology/Geophysics, Mathematics, or Physics should enroll in MT 102 Calculus I for Mathematics and Science Majors, rather than MT 100.

MT 100-101 is a course sequence in the calculus of one variable intended for biology, computer science, economics, management and premedical students, but open to all who are qualified. Topics include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications.

MT 102-103 Calculus (Mathematics/Science Majors) I and II (Fall/Spring: 4)

Prerequisite: Trigonometry

Satisfies Mathematics Core Requirement

Not open to students who have completed a calculus course at the college level.

The MT 102-103 sequence is intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, and Physics majors. It is open to others who are qualified and desire a more rigorous calculus course than MT 100. Topics covered in MT 102 include the algebraic and analytic properties of the real number system, functions, limits, derivatives, and an introduction to integration. MT 103 covers algebraic techniques of integration, many applications of integration, and infinite sequences and series.

Undergraduate Electives

These courses are usually taken after completing one or more continuing Core course, and they are primarily intended for mathematics majors, science majors, and students in the professional schools that are interested in mathematics.

MT 202 Multivariable Calculus (Fall/Spring: 4)

Prerequisite: MT 103

Satisfies Mathematics Core Requirement

This course is for students majoring in Chemistry, Computer Science/B.S., Geology-Geophysics, Geophysics, Mathematics, and Physics, as well as other students who have completed integral Calculus. Topics include vectors in two and three dimensions, analytic geometry of three dimensions, parametric curves, partial derivatives, the gradient, optimization in several variables, multiple integration with change of variables across different coordinate systems, line integrals, and Green's Theorem.

MT 210 Linear Algebra (Fall/Spring: 3)

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in n -dimensional space, complex numbers, and eigenvalues. The course is required of mathematics majors, but is also suitable for students in the social sciences, natural sciences, and management.

MT 216 Introduction to Abstract Mathematics (Fall/Spring: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

MT 235 Mathematics for Management Science (Fall/Spring: 3)

Prerequisites: MT 100 or equivalent, MC 021, and EC 151

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

MT 290 Number Theory for Teachers (Fall: 3)

Prerequisites: MT 190-191

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

MT 291 Geometry for Teachers (Spring: 3)

Prerequisites: MT 190-191

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will also be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching geometry.

MT 305 Advanced Calculus (Science Majors) (Spring: 4)

Prerequisite: MT 202

MT 305 is required for Geology-Geophysics, Geophysics, and Physics majors. It is also recommended for Chemistry majors. Topics include linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, and solutions of the diffusion and wave equations in several dimensions.

MT 310 Introduction to Abstract Algebra (Fall/Spring: 3)

Prerequisite: MT 210 and MT 216

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including subrings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; and fields, introducing the basic ideas of field extensions and ruler and compass constructions.

MT 320 Introduction to Analysis (Fall/Spring: 3)

Prerequisite: MT 202 and MT 216

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102-103. It will cover algebraic and order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.

Mathematics Major Electives

These courses are primarily taken to fulfill the elective requirements of the mathematics major.

MT 410 Differential Equations (Fall/Spring: 3)

Prerequisites: MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

MT 414 Numerical Analysis (Spring: 3)

Prerequisites: MT 202, MT 210, and familiarity with the Mathematica programming language

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

MT 426 Probability (Fall/Spring: 3)

Prerequisites: MT 202, familiarity with the Mathematica programming language

This course is not open to students who have completed MT 420.

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

MT 427 Mathematical Statistics (Spring: 3)

Prerequisites: MT 426 or MT 420; familiarity with the Mathematica programming language

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

MT 430 Introduction to Number Theory (Spring: 3)

Prerequisite: MT 216

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

MT 435 Mathematical Programming I (Fall: 3)

Prerequisite: MT 210

Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes, network analysis, and non-linear programming.

MT 436 Mathematical Programming II (Spring: 3)

Prerequisite: MT 435

This course is a continuation of MT 435.

MT 440 Dynamical Systems (Fall/Spring: 3)

Prerequisites: MT 202 and MT 410 or permission of the instructor

This course is an introduction to nonlinear dynamics and their applications, emphasizing qualitative methods for differential equations.

Topics include fixed and periodic points, stability, linearization, parameterized families and bifurcations, and existence and nonexistence theorems for closed orbits in the plane. The final part of the course is an introduction to chaotic systems and fractals, including the Lorenz system and the quadratic map.

MT 445 Applied Combinatorics (Fall: 3)

Prerequisites: A year of calculus; a course in linear algebra, abstract algebra, or multivariable calculus

Not open to students who have completed MT 245 or MC 248.

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are the following: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems, but most of the problems in the course are from recreational mathematics.

The Department

MT 451 Euclidean and Non-Euclidean Geometry (Spring: 3)

Prerequisite: MT 216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry, and the study of physical space.

MT 460 Complex Variables (Fall: 3)

Prerequisite: MT 202

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, the residue theorem and applications to definite integrals.

MT 470 Mathematical Modeling (Fall: 3)

Prerequisites: MT 202, MT 210, and familiarity with the Mathematica programming language.

This is a course primarily for mathematics majors with the purpose of introducing the student to the creation, use, and analysis of a variety of mathematical models and to reinforce and deepen the mathematical and logical skills required of modelers. A secondary purpose is to develop a sense of the existing and potential roles of both small and large scale models in our scientific civilization. It proceeds through the study of the model-building process, examination of exemplary models, and individual and group efforts to build or refine models through a succession of problem sets, laboratory exercises, and field work.

MT 499 Readings and Research (Fall/Spring: 3)

Department permission is required.

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Chairperson.

MT 695 Honors Seminar (Spring: 3)

Department permission is required.

This is a seminar course required of students in the Departmental Honors program. Other interested students may also participate in the seminar, with permission of the instructor.

*Graduate Course Offerings***MT 801 Thesis Seminar (Fall: 3)**

Problems of research and thesis guidance, supplemented by individual conferences.

MT 804 Analysis I (Fall: 3)

Prerequisite: MT 320 or equivalent

The MT 804-805 sequence is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction to the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation, and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

MT 805 Analysis II (Spring: 3)

Prerequisite: MT 804

This course is a continuation of MT 804.

MT 814 Theory of Functions of a Complex Variable I (Fall: 3)

Prerequisites: MT 320 or MT 324-325 or equivalent

Topics for the MT 814-815 sequence include: differentiation and integration of a function of a complex variable, series expansion, residue theory, entire and meromorphic functions, multiple-valued functions, Riemann surfaces, and conformal mapping problems.

MT 815 Theory of Functions of a Complex Variable II (Spring: 3)

Prerequisite: MT 814

This course is a continuation of MT 814.

MT 816 Modern Algebra I (Fall: 3)

Prerequisite: MT 310 or permission of instructor

The MT 816-817 course sequence will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.

MT 817 Modern Algebra II (Spring: 3)

Prerequisite: MT 816

This course is a continuation of MT 816.

MT 899 Readings and Research (Fall/Spring: 3)

Department permission is required.

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Director of the Graduate Program.

MT 903 Seminar (Spring: 3)

This seminar is required of all candidates for the M.A. degree who do not take MT 801.

Music*Faculty*

T. Frank Kennedy, S.J., *Professor*; Chairperson of the Department; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara

Thomas Oboe Lee, *Professor*; B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

Jeremiah W. McGrann, *Adjunct Assistant Professor*; Assistant Chairperson of the Department; B.A., Austin College; Ph.D., Harvard University

John Finney, *Senior Lecturer, Distinguished Artist in Residence*; B.M., Oberlin College; M.M., Boston Conservatory

Departmental Notes

- Administrative Secretary: Pattie Longbottom, 617-552-8720, patricia.longbottom@bc.edu

- World Wide Web:

http://www.bc.edu/bc_org/avp/cas/music/

Undergraduate Program Description

Whether for students intending a career in music or those pursuing their own love of the art, the Department of Music offers courses in theory and composition, in the history and current trends of both Western and non-Western music, and lessons in performance. All students, regardless of musical background, are welcome in any course unless a prerequisite or permission of instructor is indicated (as for certain theory courses).

The Department offers a variety of courses (MU 070, MU 066, MU 030) that satisfy the University Core requirement in the Arts and that serve as introductions to the various areas of musical knowledge. MU 070 Fundamentals of Music Theory focuses on technical aspects of the language of music and serves as a prerequisite to Tonal Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Orchestration, and the Seminar in Composition. MU 066 Introduction to Music offers a broad survey of music history and styles of music, while upper level courses focus on either various periods of Western music history (Middle Ages and Renaissance, Baroque, Classical Era, Romantic Era, Twentieth Century), the historical development of various genres (Opera, Symphony), or the contributions of various individual composers (Bach, Beethoven, Wagner). MU 030 History of Rock and Roll and Popular Musics in the U.S. offers a socio-historical approach to the history and context of commercial popular music; upper level cross-cultural courses deal with Western traditions (such as Celtic Musics, Irish Folk Music, Music in America, Rhythm and Blues) and non-Western traditions. MU 310 Introduction to Musics of the World and MU 325 Musics of the Mediterranean satisfy the Cultural Diversity requirement of the Core, but not the University Core requirement in the Arts.

For the music major, a liberal arts framework offers a broader outlook than that of either a conservatory or a school of music. In a liberal arts framework, students encounter historical, theoretical, cultural, ethnographic, and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind or a source of lifelong enjoyment. Some students plan to go on to graduate school or a conservatory to become professional performers, composers, musicologists, or ethnomusicologists. Within the major, all students receive a common base of knowledge with a specialization at higher levels in such areas as composition, performance, music history, or cross-cultural studies. A grounding not only in the traditional musical skills of Western fine-art music but also knowledge of music of the twentieth century, of American music, and of the traditions of other cultures is considered indispensable.

Credit for Performance

Students may bundle performance credits into one and only one three-credit course in one of two ways: (1) Students may receive three credits equivalent to a full course after taking three semesters of individual hour lessons for credit in voice or on the same instrument (MU 099 Vocal/Instrumental Instruction) and, at the end of their third semester of instruction, performing before a jury of the performance faculty. Evaluations will be submitted to the chairperson of the department for approval. (2) Students may receive three credits equivalent to a full course who have taken three semesters of one of the following: Introduction to Vocal Performance, Gospel Workshop, Improvisation, or the Traditional Irish Music Ensembles **and** who, at sometime during their four years at Boston College,

have taken MU 070 Fundamentals of Music (for Introduction to Vocal Performance and Improvisation), MU 330 Introduction to Irish Traditional Music or MU 331 Introduction to Celtic Musics (for the Irish Traditional Music Ensembles), and MU 321 Rhythm and Blues in America or MU 322 Jazz in America (for Gospel Workshop). Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance require an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles.

Major Requirements

(Minimum of twelve courses)

- *Optional Introductory Course* (depending on previous knowledge of music theory): MU 070 Fundamentals of Music Theory (may be substituted for one of the electives, with the approval of the Chairperson).
- *Theory, Analysis, and Composition Courses*: (four courses total)
Prerequisite: MU 070 Fundamentals of Music Theory or equivalent
Required of all majors: MU 110 Harmony, MU 211 Chromatic Harmony, MU 312 Counterpoint
- *Choice of any one course*: MU 212 Orchestration, MU 214 Form and Analysis, MU 215 Jazz Harmony, MU 315 Composition Seminar
- *Historical Courses*: (three courses total)
Required of all majors: MU 209 Twentieth Century Music
Choice of any two: * MU 201 Medieval-Renaissance Music, MU 203 Music of the Baroque, MU 205 Music of the Classic Era, MU 207 Music of the Romantic Era
* With permission of the Chairperson, a composer or genre course may be substituted for a period course.
- *Cross-Cultural Courses*: (two courses total)
Required of all majors, a choice of one from each of the following two groups:
Group I—Non-Western tradition
MU 301 Introduction to World Music*
MU 325 Musics of the Mediterranean*
MU 350 Topics in Ethnomusicology
*MU 301 and MU 325 also satisfy the Core Cultural Diversity requirement
Group II—Western tradition
MU 320 Music and America
MU 321 Rhythm and Blues in American Music
MU 322 Jazz in America
MU 330 Introduction to Irish Folk Music
MU 331 Introduction to Celtic Musics
- *Required Senior Seminar*: (one semester)
The Senior Seminar (MU 405) is ordinarily open only to senior music majors. The Seminar entails a series of weekly projects allowing majors to investigate issues in-depth with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance). The Seminar serves as preparation for a senior project with supervised reading, research, writing, and discussion.
- *Electives*: (two courses)
The student will choose a minimum of two semester courses in whatever category is appropriate to his or her particular interest, whether it is in music theory and composition, performance, history, or cross-cultural studies. Students with performance emphasis must have three semesters of private instruction for credit. The three credits for private instruction will be bundled into a full course only upon completion of the jury at the end of the third semester of lessons (see Credit

for Performance).

- *Performance Ensemble Experience*: (minimum of two semesters)
Each major must have two semester of experience in performance in some capacity and may choose from any organized performance group at Boston College (such as Boston College Symphony Orchestra, Chamber Music Ensemble, Popular Styles Ensemble, Irish Traditional Music classes, University Chorale, Madrigals, Voices of Imani, or student a capella group, Concert Band, BC bOp), through more informal students groups (by consultation with the chairperson), or through private lessons.
- *Cumulative Listening Competency*
Majors will be asked to identify important works from the Western tradition in a series of Listening Competency exams. Each year of the music major (normally three), a list of works will be given to students that they must be able to identify by the end of the year. A listening test on each of three lists of works will be administered until the student passes.
- *Ear Training/Sight Singing*
All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. The course MU 081-082 Ear-Training and Sight-Singing, a one-credit course, is designed and recommended as an aid to passing this test.

Minor Requirements

(Minimum of six courses)

The Music Department has designed a minor in music as a serious alternative for students who are vitally interested in music, but either do not wish to make music their career or go on to graduate studies, or who have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- One of the following: MU 070 Fundamentals of Music Theory (if they do not have the background in music theory needed before entering MU 110 Harmony), or MU 066 Introduction to Music or MU 030 History of Rock and Roll and Popular Music in the U.S.
- Two additional music theory courses: MU 110 Harmony and MU 211 Chromatic Harmony.
- Three historical and cross-cultural electives: One period course, one composer or genre course, one cross-cultural course.

The choice of courses should be made in conjunction with an advisor from the Music Department. In addition, each student should plan to participate in at least two semesters of credit or non-credit performance experience (either as a member of an ensemble or through private lessons), as approved by the department. The performance option when taken for credit requires three semesters for the equivalent of a three-credit course (see above).

Honors

In order to graduate with departmental honors, a student must maintain a grade point average of 3.5 in the major and 3.3 in university, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors. The project must be completed for a grade of A- or better to receive honors. There are various ways to fulfill the project:

- A research paper of no less than 40 pages and a public presentation of approximately 20 minutes on their findings.
- A recital of around 40 minutes (but no less than 30 minutes) with a paper of no less than 15 pages. Non-honors majors may still do a senior recital for credit as MU 400 Readings

- and Research but without it being considered for honors.
- A composition or set of compositions of no less than 15 minutes.

Information for First Year Majors and Non-Majors

Included in the University's Core Curriculum is one course in the Arts (Fine Arts, Music, or Theater). MU 066 Introduction to Music, MU 070 Fundamentals of Music Theory, and MU 033 History of Rock and Roll and Popular Musics in the U.S. are the Music Department's Core offerings. They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the *Recommended Course of Study* listed below. Students with advanced musical backgrounds and interests should speak to the Director of the Undergraduate Program in Music regarding appropriate upper-level courses. The department offers MU 301 Introduction to World Music as an option for the Cultural Diversity requirement of the Core.

Information for Study Abroad

The department requires that the music theory sequence for minors and majors through Chromatic Harmony, and the Senior Seminar for majors be taken at Boston College. Twentieth Century Music and Counterpoint (required of majors) should be taken at Boston College, but exceptions may be possible depending on equivalent courses offered by the host school. Majors may not be abroad first semester senior year in order to take the required Senior Seminar at BC.

Before going abroad, both minors and majors should have completed Chromatic Harmony in theory, and majors, in addition, should have taken a few of the history or cross-cultural courses. Thus acceptable offerings from abroad tend to lean towards courses in music history or in cross-cultural studies, with some upper-level theory courses acceptable. Usually students complete six or nine credits; however, majors have had as many as twelve credits fulfilled abroad.

Students should contact Jeremiah W. McGrann, the Director of the Undergraduate Program in Music, to plan an acceptable course of study for their semester or year abroad. The department recommends the music programs offered at King's College, London, and University College, Cork, Ireland.

Recommended Course of Study

Freshman Year

All students with a serious interest in music should try as freshmen to take or test out of MU 070 Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training. The theory courses (especially MU 070 Fundamentals and MU 110 Harmony) are essential and necessary indicators of how well a student will be able to succeed in the major and to speak the language of music. Those who can test out of MU 070 and who wish to fulfill the Arts Core requirement with a music course should take MU 066 Introduction to Music, a general introduction to the field and its various methodologies. Arts Core courses in Fine Arts or Theater are also possible instead of Music and are recommended for those who wish a broader understanding of the Arts.

Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with MU 081-082 Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Twentieth Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered.

Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

Junior Year

Counterpoint and a choice of Jazz Harmony, Form and Analysis, Orchestration, or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

Senior Year

Any advanced courses in the department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

Recommended Course of Study: Minors

Students can add music as a minor as late as their Junior year, but no later than second semester as the minor requires a minimum of three consecutive semesters in order to complete the theory sequence of the following: Fundamentals, Harmony and Chromatic Harmony. The history and cross-cultural component may be taken at any time in conjunction with various levels of theory, although some understanding of Fundamentals is recommended for students with little, previous, formal background in music.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MU 030 History of Rock and Roll and Popular Music in the United States (Fall/Spring: 3)

Satisfies Arts Core Requirement

If we regard music as an integral part of culture in areas of the world not considered to be part of Western society, it seems logical that we can also study popular music of the United States in this way—as the manifestation of a late-stage, postmodern, technological, multicultural society working within the framework of capitalism and democracy. This course investigates the ways in which rock-and-roll and popular music have both shaped postmodern American (and, by extension, world) culture and have been shaped by it.

The Department

MU 050 The Boston College Madrigal Singers (Fall/Spring: 0)

Women's a cappella choral ensemble specializing in madrigal music (music in two to six parts with just a few voices on each part). We sometimes branch out and do other kinds of repertoire. Rehearsals once a week on Tuesdays, auditions in the spring and fall, three or four concerts per year. For more information or to find out about auditions, contact the conductor, Jean Meltaus, through the Music Department secretary Pattie Longbottom, Lyons 407, 617-552-8720.

Jean Meltaus

MU 066 Introduction to Music (Fall/Spring: 3)

Satisfies Arts Core Requirement

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to twentieth century electronic music but certain excursions into the world of non-Western musics, jazz, and American popular song will be included to diversify and enrich the experience of listening critically to music.

Jeremiah McGrann

MU 070 Fundamentals of Music Theory (Fall/Spring: 3)
Satisfies Arts Core Requirement

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.

Margaret McAllister

Sandra Hebert

Michael Burgo

Ralf Gawlick

MU 071 Irish Dancing/Advanced Beginner (Fall/Spring: 1)
Fulfills performance requirement

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

Michael Smith

MU 072 Irish Dancing/Advanced (Fall/Spring: 1)
Fulfills performance requirement

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

Michael Smith

MU 073 Irish Dancing/Beginner (Fall/Spring: 1)
Performance Course

No prior experience necessary.

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

Michael Smith

MU 075 Traditional Irish Fiddle Class/Beginner (Fall/Spring: 1)
Performance course. No fee.
Beginner level

A study of traditional Irish Fiddle music incorporating styles, technique, bowings, fingerings, and ornamentation. Learn to read and play the airs and dance music of Ireland along with the music of seventeenth and eighteenth century Ireland, that of the ancient Bardic harpers and court musicians. Classes are taught at by Seamus Connolly, (one of the world's leading, Irish traditional musicians and 10 times the Irish National Fiddle Champion), and by Laurel Martin, another well-known and respected Irish fiddle player and teacher. Violin rentals are possible. A small tape recorder is required.

Seamus Connolly

Laurel Martin

MU 076 The Boston College Symphony Orchestra (Fall/Spring: 0)
Prerequisite: Audition required
Performance Course

The orchestra gives three full concerts each year plus the annual Messiah Sing in December. At various times the orchestra performs with the B.C. Chorale and accompanies musical productions in association with the Theatre Department. Recent programs have includ-

ed Brahms' *Academic Festival Overture*, Saint-Saens *Organ Symphony* and Beethoven's *Triple Concerto* featuring faculty soloists. Students vie for solo opportunities in the annual Concerto/Aria Competition offered by the orchestra. Membership is by audition only. From one to three credits will be awarded for regular participation in the Boston College Symphony Orchestra during a student's career at BC.

John Finney

MU 077 Chamber Music Ensembles (Fall/Spring: 0)
Satisfies music major requirement for ensemble performance. No fee.

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.

Sandra Hebert

MU 078 Traditional Irish Fiddle Class/Experienced to Intermediate (Fall/Spring: 1)
Performance Course. No fee.
Experienced beginners to intermediate

A study of traditional Irish Fiddle music incorporating styles, technique, bowings, fingerings, and ornamentation. Learn to read and play the airs and dance music of Ireland along with the music of seventeenth and eighteenth century Ireland, that of the ancient Bardic harpers and court musicians. Classes are taught by Seamus Connolly, (one of the world's leading, Irish traditional musicians and ten times the Irish National Fiddle Champion), and by Laurel Martin, another well-known and respected Irish fiddle player and teacher. Violin rentals are possible. A small tape recorder is required.

Seamus Connolly

Laurel Martin

MU 079 Popular Styles Ensemble (Fall/Spring: 0)
Performance Course. No fee.

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.

Eric Kniffen

MU 081 Ear Training/Sight-Singing Lab (Fall/Spring: 1)
Performance Course for music majors

A twice-weekly opportunity to develop the skills of sight-singing and ear-training for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. Students will learn to sing melodies on sight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Highly recommended for students taking Fundamentals of Music and Tonal Harmony.

Michael Burgo

MU 082 Advanced Ear Training/Sight-Singing Lab (Fall/Spring: 1)
Performance Course

A continuation of MU 081.

Michael Burgo

MU 083 Introduction to Improvisation (Fall/Spring: 1)
Performance Course

This course may be repeated for credit.

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class.

Erik Kniffen

MU 084 Intermediate Improvisation (Fall/Spring: 1)

Prerequisite: MU 083 or permission of instructor and previous or concurrent enrollment in MU 070

Performance Course

This course may be repeated for credit.

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations.

Erik Kniffen

MU 085 The Boston College Flute Choir (Fall/Spring: 0)**Performance Course**

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.

Judith Grant-Duce

MU 086 Advanced Improvisation (Fall/Spring: 1)

Prerequisite: MU 084 or permission of instructor and previous or concurrent enrollment in MU 110

Performance Course

This course may be repeated for credit.

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.

Erik Kniffen

MU 087 Tin Whistle/Beginner (Fall/Spring: 1)

Performance Course. No fee.

Beginner level.

Learn to play the tin whistle. Learn to read and play the airs and dance music of Ireland. Classes are taught at experienced beginners and intermediate levels by Jimmy Noonan, a well-known, respected Irish tin whistle and flute player and teacher. Generation D type tin whistles and a small tape recorder is required.

Jimmy Noonan

MU 090 Boston College Concert Band (Fall/Spring: 0)

No audition required

The BC Concert Band draws its membership from the greater Boston College community. Undergraduate students, graduate students, staff, faculty and alumni participate in this unique ensemble. The Concert Band performs standard concert band repertoire as well as marches, Broadway and film music, and some popular music. The Concert Band presents a Christmas concert, a winter concert, and a spring concert each year. The Concert Band also performs combined concerts with other university bands.

Sebastian Bonaiuto, Conductor

MU 092 B.C. bOp! (Fall/Spring: 0)

Audition required

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary percussion and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's, and appeals to a wide range of musical tastes.

Sebastian Bonaiuto, Conductor

JoJo David, Vocal Director

MU 095 Wind and Percussion Chamber Ensemble (Fall/Spring: 3)

David Healey

Paul Gavern

MU 096 Gospel Workshop (Fall/Spring: 1)

Cross listed with BK 290

Performance Course

No experience is required for membership, but a voice placement test is given to each student.

See course description in the Black Studies Department.

Hubert Walters

MU 098 Intro to Voice Performance (Fall/Spring: 1)

Tutorial fee required

Performance Course

Emphasis is on individual coaching and training in developing vocal qualities for performance.

Hanni Myers

MU 099 Individual Instrumental/Vocal Instruction (Fall/Spring: 1)

Tutorial fee required. Performance Course.

Weekly private lessons will be awarded a single credit with approval of the Department Chairperson. A maximum of three credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester.

The Department

MU 100 Individual Instrumental/Vocal Instruction (Fall/Spring: 0)**Performance Course**

Tutorial fee required depending on the length of the lesson.

This course consists of weekly private lessons on an instrument or in voice or composition for 60, 45, or 30 minutes. Lessons must be arranged through the Music Department before the end of the drop/add period.

The Department

MU 101-102 Individual Vocal/Instrumental Instruction

(Fall/Spring: 0)

Frank T. Kennedy

MU 110 Harmony (Fall/Spring: 3)

Prerequisite: MU 070 or permission of Department

Corequisite: MU 081 (for Music Majors)

Theory Course

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. We will increase our vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training.

Sandra Hebert

Thomas Oboe Lee

Margaret McAllister

Ralf Gawlick

MU 175 Music in the Holocaust and the Third Reich (Spring: 3)

This course surveys the history and music of composers targeted by the Nazis. We will study the variety of musical styles occurring in the classical music, jazz, and cabaret banned and labeled as degenerate by the Nazis. A special focus will be placed on the art and music created in the Theresienstadt concentration camp. Some of the themes that will be explored throughout the course include: the effects of political/intellectual climate of intolerance and persecution on artistic expression, art as propaganda, censorship, music and art as acts of resistance.

Mark Ludwig

MU 207 Music of the Romantic Era (Spring: 3)
Historical Course

A study of the new concepts, genres, and musical institutions that grew up in the twentieth century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

Jeremiah McGrann

MU 209 Music of the Twentieth Century (Fall: 3)
Historical Period

This is a study of the music of the twentieth century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the twentieth century masters Debussy, Ravel, Stravinsky, and Schoenberg, as well as nationalist composers like Bartok, Britten and Copland, and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American Popular Song will be included.

Ralf Gawlick

MU 211 Chromatic Harmony (Fall/Spring: 3)

Prerequisite: MU 110

Theory Course

This course will cover the basic principles of chromatic progression. Continuing the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, augmented triads, Neapolitan sixth and augmented sixth chords. The concepts of modulation and modal exchange will be covered; and studies in keyboard harmony, ear-training, and analysis will be continued. We will study the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner.

Thomas Oboe Lee

MU 212 Orchestration (Spring: 3)

Prerequisite: MU 070 or permission of the instructor

Theory Course

The study of the instruments of the symphony orchestra, their character, timbre and range. Students will be exposed to a wide variety of orchestral music and will learn how instrumental color and texture contribute to the compositional process. Original composition will not be required; students will arrange music for varied instrumental combinations.

Margaret McAllister

MU 214 Form and Analysis: Methodological Approaches to the Study of Music from Bach to Webern (Spring: 3)

Prerequisite: MU 211

Theory Course

Offered Biennially

This course focuses on a number of different approaches to the analysis of tonal and atonal music. Innovative ideas by music theorists Heinrich Schenker, Allen Forte, Felix Salzer, Charles Rosen and Robert Cogan will be discussed. The first portion of the course will concentrate on Schenkerian analyses of short forms to large-scale structures like the sonata, the symphony, the concerto and the song cycle drawing from the music of the Baroque, Classical and Romantic repertory. The second portion will consist of the analyses of works by twentieth century American, European and Japanese composers.

Thomas Oboe Lee

MU 215 Jazz Harmony, Improvisation, and Arranging (Fall: 3)

Prerequisite: MU 110

Theory Course

Students should have basic keyboard skills, but it is not essential.

This course will concentrate on the study of chord structures, chord substitutions, chord scales and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, Herbie Hancock, Wayne Shorter, and Miles Davis will be analyzed and discussed. Special attention will be placed on arranging and composition, including the following: the piano lead sheet, writing for horns in a jazz ensemble, re-harmonizing of standards, composing original melodies on chord structures of tunes by Berlin, Kern, Gershwin, rhythm changes, and the blues.

Thomas Oboe Lee

MU 222 Symphony (Fall: 3)

Prerequisite: Some previous training in music is helpful but not necessary.

Genre Course

This course investigates the forms and meanings of selected works of the symphonic repertoire following its rise from a court entertainment to a statement of philosophical ideals.

Jeremiah McGrann

MU 260 J.S. Bach (Fall: 3)

Composers

This course studies Johann Sebastian Bach's career as composer, performer, and teacher, noting the wide variety of ways his instrumental and vocal works reflect and influence creative thought from the eighteenth century to the present.

T. Frank Kennedy, S.J.

MU 270 Beethoven (Spring: 3)

Composers

An introduction to Ludwig van Beethoven (1770-1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works, to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*.

Jeremiah McGrann

MU 301 Introduction to World Music (Fall/Spring: 3)

Satisfies Cultural Diversity Core Requirement

Cross-Cultural Course

This course will select several world musics and examine them in detail. Among those to be surveyed will be North African and Middle Eastern music, Klezmar music, Eastern European folk music and American Bluegrass. Throughout these examinations some common questions will be addressed: what does music mean in these cultures? Does a Western concept of music differ? How can we understand these musics in a meaningful way?

The Department

MU 312 Counterpoint I (Spring: 3)

Prerequisite: MU 110

Theory Course

In this course we will study the fundamentals of two and three-part polyphonic styles. Using the principles of species counterpoint, we will acquire a dependable contrapuntal technique to write short compositions first in two parts and eventually in three. Assignments

will include short works in free imitation, strict canon and invertible counterpoint. Our studies will include a brief survey of the historical origins of Western polyphony, and analysis of contrapuntal compositions of the Baroque period.

Thomas Oboe Lee

Margaret McAllister

MU 315 Seminar in Composition (Spring: 3)

Prerequisites: MU 110, MU 215 or MU 312

Theory Course

The course will be conducted in two parts. One: the class will meet as a group once a month. Works in both tonal and twentieth century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and variations, a movement for string quartet and a song cycle for voice and piano. The purchase of Finale, a music software created by Coda Music Technology, Mac or PC version, is required for this course.

Thomas Oboe Lee

MU 320 Music in the Americas (Spring: 3)

Genre Course

A survey of the musical heritage of the United States in the broadest historical and stylistic terms possible: from before the Puritans past punk. Included are religious and secular music as well as popular and elite genres, such as Native American pow-wow music, Puritan hymnody and colonial singing schools, minstrelsy and parlor music, the rise of nationalism and its rejection in art music, music in the theater and in films, jazz and gospel, popular music as social enforcer and as social critic. Important figures include William Billings, Stephen Foster, Charles Ives, Louis Armstrong, Aaron Copland, Elvis Presley, and Jimi Hendrix.

Jeremiah McGrann

MU 321 Rhythm and Blues in American Music (Fall: 3)

Cross listed with BK 266

Cross-Cultural Course

See course description in the Black Studies Department.

Hubert Walters

MU 322 Jazz in America (Spring: 3)

Cross listed with BK 285

Cross-Cultural Course

See course description in the Black Studies Department.

Hubert Walters

MU 330 Introduction to Irish Folk Music (Fall/Spring: 3)

Cross-Cultural Course

An introduction to Irish music from two perspectives: (1) a historical examination of the music and its indigenous instruments, and (2) a close study of contemporary developments arising from the folk music revival of the 1960's, particularly in relation to ensemble performance. Both dance music and the vocal tradition will be surveyed, with an emphasis on the former. Live performance will be incorporated where possible in class, combined with extensive use of audio material as a basis for discussion and analysis.

The Department

MU 400 Readings and Research (Fall/Spring: 3)

The Department

MU 403 Honors Thesis Preparation (Fall/Spring: 3)

Frank T. Kennedy

MU 404 Music Internship (Fall: 1)

Frank T. Kennedy

MU 405 Senior Seminar (Fall: 3)

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).

Jeremiah McGrann

Philosophy

Faculty

Richard Murphy, *Professor Emeritus*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Norman J. Wells, *Professor Emeritus*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

James Bernauer, S.J., *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Patrick Byrne, *Professor*; B.S., A.M., Boston College; Ph.D., New York State University

John J. Cleary, *Professor*; A.M., University College, Dublin; Ph.D., Boston University

Richard Cobb-Stevens, *Professor*; A.B., A.M., Boston College; Ph.D., University of Paris

Joseph F. X. Flanagan, S.J., *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Jorge Garcia, *Professor*; B.A., Fordham University; Ph.D., Yale University

Thomas S. Hibbs, *Professor*; Chairperson of the Department, B.A., M.A., University of Dallas; M.A., Ph.D., University of Notre Dame

Peter J. Kreeft, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

Arthur R. Madigan, S.J., *Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Thomas J. Owens, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

David M. Rasmussen, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

William J. Richardson, S.J., *Professor*; Ph.L., Woodstock College; Th.L., Ph.D., Maitre-Agrege, University of Louvain

Jacques M. Taminiaux, *Adelmann Professor*; Doctor Juris, Ph.D., Maitre-Agrege, University of Louvain

Richard Kearney, *Visiting Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Jean-Luc Marion, *Visiting Professor*; Ph.D., University of Paris (Sorbonne)

Ronald Anderson, S.J., *Associate Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Stuart B. Martin, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

Francis Soo, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Eileen C. Sweeney, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Marina B. McCoy, *Assistant Professor*; B.A., Earlham College; M.A., Ph.D., Boston University

Gerard C. O'Brien, S.J., *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

David McMenamin, *Adjunct Associate Professor*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Brian J. Braman, *Adjunct Assistant Professor*; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

Daniel J. Dwyer, *Adjunct Assistant Professor*; B.A., University of Notre Dame; Ph.D., The Catholic University of America

Laura Garcia, *Adjunct Assistant Professor*; B.A., Westmont College; Ph.D., University of Notre Dame

Paul McNellis, S.J., *Adjunct Assistant Professor*; B.A., Cornell University; M.Hum., Fordham University; B.A., Ph.L., Georgian University, Rome, Italy; Ph.D., Boston College

Albert K. Whitaker, *Adjunct Assistant Professor*; B.A., M.A., Boston University; Ph.D., University of Chicago

Departmental Notes

- Department Administrator: Peggy Bakalo, 617-552-3877, bakalo@bc.edu
- Department Secretary: Rose Marie DeLeo, 617-552-3847, deleoro@bc.edu
- Department Secretary: Bonnie Waldron, 617-552-3845
- World Wide Web: <http://fmwww.bc.edu/PL/>
- Fax: 617-552-3874

Undergraduate Program Description

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most fundamental questions about ourselves and our world. The Philosophy Department offers a broad spectrum of courses in the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental Philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, and social and political philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. The Philosophy department offers a program of courses allowing for concentration in the following specialized areas: ancient, medieval, modern, contemporary american, contemporary continental, and the philosophies of religion and science.

Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which are to be found in the Arts and Sciences section.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

Major Requirements

Working under the guidance of faculty advisors, students are encouraged to design a well-balanced program that will give them a solid foundation in the history of philosophy and yet allow for development of their major interests. Philosophy majors begin with one of the Philosophy Core offerings.

History of Philosophy (Electives)

This sequence is intended for students who have completed the Core requirement in philosophy and who wish to understand the history of Western thought in greater depth. Through study of the major thinkers in the history of philosophy, students will have the opportunity to develop a critical appreciation for the complexity of each philosopher's thought including: the influences which have shaped each thinker's ethics, metaphysics, and epistemology, and the rich legacy which in turn has passed on. Open to both majors and non-majors, these courses are recommended especially for those who consider pursuing graduate study in philosophy and wish a thorough grounding in its history. Students are free to take selected courses or the sequence in its entirety.

- PL 405 Greek Philosophy
- PL 406 Modern Philosophy
- PL 407 Medieval Philosophy
- PL 408 Nineteenth and Twentieth Century Philosophy

Philosophy Minor

The Philosophy minor is structured to give students several thematic options which correspond to the traditional divisions of philosophical inquiry:

- Ethical and Political Philosophy
- Aesthetics
- Philosophy of Religion
- History and Philosophy of Science

The Department will offer in each of these areas a sequence of courses that will build on the foundation of our Core courses. Each student will design his or her own minor in consultation with a faculty advisor. Each program will consist of a coherent blend of required and elective courses. With the permission of the instructor seniors may participate in some graduate seminars.

Information for First Year Majors and Non-Majors

The Department offers students three basic options for fulfilling the University's two-semester Core requirement in Philosophy: Core Program, Perspectives Program, and PULSE Program.

Core Programs

The Core requirement for all undergraduates is six credits in philosophy. The options and the requirements they fulfill are listed below:

- PL 070-071 Philosophy of the Person (Fall/Spring)
This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.
- PL 281-282 Philosophy of Human Existence
This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.

Perspectives Program I-IV

The Perspectives Program at Boston College is a four-year interdisciplinary program centered upon the great books of the Western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks

(1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, and attentive.

Each of the Perspectives courses runs for two-semester, for 12 credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is open only to Freshman. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College. Descriptions of Perspectives II, III, and IV are also listed in the University Courses section of this Catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

Perspectives I

PL 090-091 (TH 090-091) Perspectives on Western Culture I and II (Perspectives I)

This two-semester, twelve-credit course fulfills the Core requirements in both Philosophy and Theology. **For Freshmen Only**

Perspectives II

UN 104-105/UN 106-107 Modernism and the Arts I and II

This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core requirement, and the three-credit Fine Arts Core requirement.

Perspectives III

UN 109-110/UN 111-112 Horizons of the New Social Sciences I and II

This two-semester course fulfills the six-credit Philosophy Core requirement and the six-credit Social Sciences Core requirement.

Perspectives IV

UN 119-120/UN 121-122 New Scientific Visions I and II

This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-credits of the Natural Science Core.

PULSE Program

The PULSE Program provides students with the opportunity to explore questions of philosophy, theology, and other disciplines in courses which incorporate field work experience in one of Boston's many social service organizations. Through the combination of academic reflection and community service, students are provided with a framework for understanding the intimate relationship between theory and practice.

In light of classic and contemporary philosophical and theological texts, PULSE students address topics such as the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relation to their service work.

Most PULSE students are enrolled in the course Person and Social Responsibility, which is one of the options for fulfilling the Core requirements in philosophy and theology. Several PULSE elective courses are also offered, including Values in Social Services and Health Care, Boston: An Urban Analysis, Self and the City: An Exploration in Writing, and Self and the City: A Personal Response.

All PULSE courses require a ten to twelve hour per week commitment to service. Carefully selected field placements in youth work, the correctional system, emergency shelters, AIDS and HIV services, legal and community advocacy, and literacy programs become the context in which students forge a critical and compassionate perspective both on society and on themselves.

Opportunities for field experience are available in a variety of neighborhoods and institutions. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems.

PULSE provides four levels of direction and supervision for student work: the on-site placement supervisor, faculty member, PULSE Council member, and PULSE staff. After an initial orientation, the on-site supervisor meets regularly with students to provide information, direction, and constructive feedback. The faculty member directs the student's academic work in a regularly scheduled class. In addition, he or she meets with students weekly in discussion groups to consider issues which have presented themselves in the student's service work. The PULSE Council member is an upperclass student who serves as coordinator, peer advisor, and support person. The PULSE Director has overall responsibility for the educational goals and interests of the PULSE program. In fulfilling that responsibility, the Director and the Assistant to the Director work as consultants and advisors for students, placement supervisors, and faculty.

PL 088-089 (TH 088-089) Person and Social Responsibility I

This is a two-semester, twelve-credit course that fulfills the University's Core requirements in Philosophy and Theology. **Must be taken prior to senior year.**

Fifth Year B.A./M.A. Program

Undergraduate Philosophy majors may opt to enter a five-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for Philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the Master's comprehensive examination and meeting the language requirement for Master's students.

Interested undergraduate Philosophy majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

Graduate Program Description

The Department of Philosophy offers M.A. and Ph.D. programs. These programs provide a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and they can work with faculty and take certain courses in the Political Science, Theology, and other departments. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic. For further information refer to our website at <http://fmwww.bc.edu/pl/gradprogram.html>.

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (five or six admitted each year from over 150 applicants).

M.A. Program Requirements

Requirements for the M.A. are as follows:

- Ten (10) courses (30 credits)
- Proficiency in one foreign language (Latin, Greek, French, or German)

- One hour oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write a M.A. thesis in place of two courses (six credits). The M.A. may be taken on a full-time or part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking the M.A.

Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen (16) courses (48 credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (Latin, Greek, French or German)
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation
- Students entering the program with the M.A. in philosophy may be credited with six courses (18 credits) toward the Ph.D.

The preliminary comprehensive is a one hour oral examination on a reading list in the history of philosophy, and it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. degree in hand).

Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements.

Institute of Medieval Philosophy and Theology

For information about the Institute of Medieval Philosophy and Theology, refer to the Research Centers in the About Boston College section of this catalog or the website at <http://www.bc.edu/schools/cas/theology/graduate/special/med-phil/>.

The Lonergan Institute

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are sponsored by the Lonergan Institute at Boston College. The Institute supports the renowned Lonergan Workshop and other conferences, scholarship assistance, and operates the Lonergan Center, a center for research with an extensive collection of published and unpublished works. For more information, refer to the Research Centers in the About Boston College section of the catalog, or to the website at <http://www.bc.edu/schools/cas/theology/graduate/special/lonergan/>.

Electives

If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

PL 070 Philosophy of the Person I (Fall/Spring: 3)

Two-semester, six-credit course (PL 070-071). Total of three credits each term.

This course introduces students to philosophical reflection and to its history through the presentation and discussion of the writings

of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice.

The Department

PL 071 Philosophy of the Person II (Fall/Spring: 3)

Two-semester, six-credit course (PL 070-071). Total of three credits each term.

See description under PL 070.

The Department

PL 088 Person and Social Responsibility (Fall/Spring: 3)

Corequisite: TH 088

Total of six credits each term

Satisfies Philosophy and Theology Core requirements

Enrollment limited to freshmen, sophomores, and juniors

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited and are allocated on a first come, first served basis.

The Department

PL 089 Person and Social Responsibility (Spring: 3)

Corequisite: TH 089

Total of 6 credits each term.

See description under PL 088.

The Department

PL 090 Perspectives on Western Culture I/Perspectives I (Fall: 6)

Corequisite: TH 090

Total of six credits each term.

Satisfies Philosophy and Theology Core requirements

Freshman only

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

The Department

PL 091 Perspectives on Western Culture II/Perspectives II (Spring: 6)

Corequisite: TH 091

Total of six credits each term.

See description under PL 090.

The Department

PL 160 Challenge of Justice (Fall/Spring: 3)

Cross listed with TH 160 and UN 160

See course description in the Theology Department.

Mathew Mullane

James Rurak

PL 193 Chinese Classical Philosophy: Confucianism, Taoism, and Buddhism (Fall/Spring: 3)**Satisfies Cultural Diversity Core Requirement**

Starting from the general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism, and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between nature, man, and society, Taoism teaches the most natural way to achieve this harmony, Tao. Synthesized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names, and forms and remains empty and quiet in its nature.

*Francis Y. Soo***PL 210 Justice in Ancient Greece (Fall: 3)****Cross listed with CL 210/TH 210**

Course description is listed under the Classical Studies Department.

*David H. Gill, S.J.***PL 216 Boston: An Urban Analysis (Spring: 3)**

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a firsthand case study of a most intriguing and changing inner-city neighborhood.

*David Manzo***PL 221 Self and the City: An Exploration in Writing (Fall: 3)**

This PULSE elective, which requires a PULSE placement, will aim at a deepened understanding of "the Self" as it evolves in the major life experiences of contemplation, relationship, education, and our encounters in the world. Readings, combined with placement experiences, will prompt class discussion of such questions as how do we become self-aware; how do we best witness to Self and others? Students' writing exercises will explore the potential of the written word to present such witness, by informing, teaching, inspiring others.

*Kathleen Hirsch***PL 222 Self and the City: A Personal Response (Spring: 3)****Cross listed with EN 422**

This PULSE elective, which requires a PULSE placement, will explore the choices available to the Self in response to the world. Through biographies, essays, poems, and oral history, we will examine the question of personal calling: service/activism; creativity/image making, and healing/sanctuary. Through discussion, journal and other writings, students will gather the elements of their own spiritual awareness, education, and experience, attempting to discover an ethics of the responsible self.

*Kathleen Hirsch***PL 233 Values in Social Services and Health Care (Fall: 3)**

Through readings, lectures, discussions, field placements and written work, we will attempt the following: to communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; explore ethical problems of allocations of limited resources; discuss topics that include violence prevention, gangs, homelessness, mental illness, innovative nursing initiatives, economic inequality, community wealth ventures, and the law; and consider possibilities for positive changes in the social service and health care system.

*David Manzo***PL 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)****Cross listed with SC 250/TH 327**

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

*Matthew Mullane***PL 264 Logic (Fall/Spring: 3)**

This course will consider the principles of correct reasoning together with their application to concrete cases.

*The Department***PL 268 The History and Development of Racism (Fall/Spring: 3)****Cross listed with BK 268/SC 268****Satisfies Cultural Diversity Core Requirement**

See course description in the Black Studies Department.

*Horace Seldon***PL 293 Culture and Social Structures I: Philosophy of PULSE (Fall: 3)***Prerequisite:* Membership on PULSE Council

This course focuses on examining the cultural foundations that underlie the contemporary ways in which people choose to structure—literally, figuratively and symbolically—the way they live together. Our study centers on questions about how our cultural and social structures are the concrete expression in politics, city planning, architecture, literature, etc., of what we value and of the things we consider meaningful and important.

*Joseph Flanagan, S.J.**David McMenamin***PL 294 Culture and Social Structures II: Philosophy of PULSE (Spring: 3)***Prerequisite:* Membership on PULSE Council

This course is a continuation of the themes developed in Culture and Social Structures I, with the focus on American culture in particular and on more specifically contemporary issues.

*Joseph Flanagan, S.J.**David McMenamin***PL 299 Readings and Research (Fall: 3)**

By arrangement.

*The Department***PL 307 Teaching Assistantship (Fall/Spring: 3)**

By arrangement.

*The Department***PL 338 The Heidegger Project I (Fall: 3)**

Some knowledge of traditional philosophy (Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-à-vis Heidegger's.

*Thomas J. Owens***PL 339 The Heidegger Project II (Spring: 3)***Prerequisite:* PL 338

This is a continuation of the fall semester course (PL 338) and open only to students who have participated in that course.

Thomas J. Owens

PL 403 Does God Exist? (Fall: 3)

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.
Ronald K. Tacelli, S.J.

PL 405 Greek Philosophy (Fall: 3)

Great things must have great beginnings—including philosophy. Has there ever been another Socrates, another Plato, another Aristotle? The very best introduction to philosophy, both its history and your personal love of wisdom, is apprenticeship to these masters.
Peter J. Kreeft

PL 407 Medieval Philosophy (Spring: 3)

This course will explore some of the major thinkers and themes in philosophy from the Middle Ages. Through the works of Augustine, Boethius, Maimonides, Avicenna, Anselm, Abelard, Aquinas, Scotus, and Ockham, we will examine the view of philosophical inquiry, the nature of God, the path and end of the good life, the relationship of faith and reason, the relationship between theology, philosophy, science, and poetry.
Eileen C. Sweeney

PL 408 Nineteenth and Twentieth Century Philosophy (Spring: 3)

This course will begin with an examination of revolutionary themes from nineteenth century philosophy: Hegel's reason in history, Kierkegaard's paradox of subjectivity, Nietzsche's critique of modernity as nihilism, and Frege's transformation of logic. A study of key texts by these thinkers will set the stage for an understanding of major movements in twentieth century philosophy: phenomenology, existentialism, and analytic philosophy. Readings will be selected from such authors as Husserl, Sartre, Wittgenstein, Quine, McDowell, and Oakeschott.
Richard Cobb-Stevens

PL 429 Freud and Philosophy (Fall: 3)

The first half of the semester will be dedicated to a chronological reading of Freudian texts. We will examine Freud's ideas concerning the origin of the neuroses, the interpretation of dreams, the evolving topographies of the mind, and the sources of conscience. We will then survey the developments which have taken place in psychoanalytic theory and practice since Freud's day, including some of the more creative and philosophically fruitful readings of Freud. Primary sources will include the following: Anna Freud, Melanie Klein, David Winnicott, Heinz Kohut, Herbert Marcuse, Jacques Lacan, Rene Girard, and Julia Kristeva.
Vanessa P. Rumble

PL 443 Political Philosophy: Montesquieu to Mill (Spring: 3)

This course examines the thought of some of the major political philosophers from the mid-eighteenth to the late nineteenth century. Stress is on the reading, analysis, and discussion of primary texts and the relation of these thinkers both to the earlier tradition and to the contemporary period. Fundamental questions such as the relationship of political philosophy to basic epistemological and ethical questions, the foundations of authority in society, and how political philosophy is affected by cultural changes are given special emphasis.
Gerard O'Brien, S.J.

PL 453 Gandhi, Satyagraha and Society (Spring: 3)
Satisfies Philosophy Core Requirement

Well known as a freedom fighter for India's independence, Gandhi's deep concern regarding the impact of industrialization and injustice on the social fabric is not as well known. His analysis of the effects of technological civilization on society was not provincial (limited to what is sometimes called the third world) but universal. We will examine Gandhian thought through his own writings and explicate their relevance to the contemporary society, and examine

selections from classical and contemporary literature on the philosophy and ethics, which will help us understand Gandhi's integrated vision of the citizen as a reflective and active individual.

Pramod Thaker, M.D.

PL 455 Kierkegaard and Nietzsche (Fall: 3)

Kierkegaard and Nietzsche are two of the most important thinkers of the nineteenth century and two leading influences on contemporary thought. This course will study their lives and the dominant themes of their thought along the lines of Christian belief and Atheistic Humanism.

Stuart B. Martin

PL 470 Philosophy of World Religions (Fall: 3)

Prerequisite: Philosophy Core fulfilled

Satisfies Cultural Diversity Core Requirement

The purpose of this course is the following: (1) to familiarize students with the teachings of each of the world's major religions; (2) to understand, empathize with, and appreciate them; (3) to appreciate one's own religion (or lack of one) better by comparison; (4) to philosophize critically and rationally about a subject that is not in itself critical and rational; and (5) to question and search for a universal nature or core of religion if possible.

Peter J. Kreeft

PL 482 Political Philosophy: Hobbes to Hegel (Fall: 3)

Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant and Hegel, this lecture course aims at an introduction—both historical and philosophical—to current issues like technocracy, consumerism, the private and the public, political judgment, and freedom of expression, etc.

Jacques M. Taminiaux

PL 497 Parmenides and the Buddha (Spring: 3)

Parmenides lived during a time when momentous yet similar changes were taking place—or being resisted—in civilizations as distant as Greece and China, and as diverse as Israel and India. What relation did his teaching that Being is One have in the resulting divisions within human consciousness? Was his teaching a logical miscalculation? Or is it a mystical insight? Arguably, Parmenides' message is especially relevant to our own time when the claims Rationalism and the allure of technology are gradually eroding our appreciation of, and access to, the mysterious realms of myth and religion.

Stuart B. Martin

PL 538 Capstone: Journey to Self-Discovery (Fall: 3)

Cross listed with UN 542

See course description in the University Courses section.

Brian J. Braman

Undergraduate and Graduate Course Offerings

PL 507 Marx and Nietzsche (Spring: 3)

Through a reading of Marx and Nietzsche's basic writings, we will examine two of the most innovative programs for philosophy in the nineteenth century. Both considered themselves beyond the tradition from which they came and yet both were shaped by that very tradition. We will be particularly interested in examining their respective notions of critique as well as the way they addressed the relationship between philosophy and life.

David M. Rasmussen

PL 508 Dante's Divine Comedy (Spring: 3)

Cross listed with RL 526/TH 559

Course description is listed under the Romance Languages Department.

Franco Mormando

Laurie Shepard

PL 510 Modern Philosophies of Self (Fall: 3)

This course examines some major theories of selfhood and subjectivity in contemporary Continental philosophy. First, the phenomenological movement, running from Husserl's theory of the transcendental ego to Ricoeur's hermeneutic model of the self-as-another. This will include detailed textual discussion of Heidegger's analysis of Dasein (BT), Sartre's for-itself (BN) and Merleau-Ponty's body-subject (PP). Second, the post-structuralist movement running from Barthes and Lacan to Derrida and Kristeva, culminating in a critical appraisal of the postmodern controversy on the disappearance of the subject.

Richard M. Kearney

PL 518 Philosophy of Imagination (Spring: 3)

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyber fantasy, simulation and spectacle.

Richard M. Kearney

PL 528 Metaphysics (Fall: 3)

The course begins with classical modern philosophers. Their problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. Their method is that of science, combining both empirical and logical elements. After these modern thinkers, giving our cultural assumptions, we turn to Ancient and Medieval philosophers. Their problems concern the relation of spirit and matter, the analogy of being and truth, and causal explanation. Their method is dialogue. With this different set of problems and method, we will be able to evaluate the relative strengths of these different philosophical positions.

Gary M. Gurtler, S.J.

PL 535 Philosophical Theology (Fall: 3)

Prerequisite: Philosophy Core Fulfilled

Topics include traditional arguments for the existence of God, the problem of evil, the relationship between reason and faith, miracles, and claims about divine attributes (timelessness, omniscience, omnipotence, impeccability). Most of the philosophers we read either attack or defend traditional "perfect being theology."

Laura L. Garcia

PL 536 Psychoanalysis and the Subject (Spring: 3)

Prerequisite: Philosophy Core

Psychoanalysis became possible only after Descartes had discovered the "unshakable foundation of truth and certitude" to be the human being as subject of consciousness. This discovery made it possible to investigate the human subject in its unconscious dimension, something that artists and poets had long since experienced but became accessible conceptually only through the discoveries of Freud. How, then, did Freud conceive the subject in terms of this unconscious dimension? Is this conception philosophically tenable? Are alternate conceptions (e.g., that of J. Lacan) an improvement? These are the kinds of question this course will raise.

William J. Richardson, S.J.

PL 537 India's Upanisads (Fall: 3)

Cross listed with TH 527

Course description is listed under the Theology Department.

Francis X. Clooney, S.J.

PL 538 Journey to Self Discovery (Fall: 3)

Cross listed with UN 542

Brian J. Braman

PL 540 Philosophy of Liberation (Fall: 3)

Satisfies Cultural Diversity Core Requirement

This course will be a discussion of the philosophy of liberation, starting from the consciousness of oppression seen as a radically new starting point for education. The question will be examined first in two of its more remote forms—in Latin American with Freire, and in Africa with Fanon. Then, in two forms closer to home, in Afro-American consciousness, male (Malcolm X) and female (bell hooks), as well as in other instances of new demands for liberation as perceived by participants in the course.

Oliva Blanchette

PL 541 Philosophy of Health Science: East and West (Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition, from India of about 500 B.C., will be studied.

Pramod Thaker, M.D.

PL 545 Philosophy of Physics: An Introduction to Its Themes (Spring: 3)

Physics explores fundamental physical reality in ways that have deep and remarkable philosophical implications for the ways we conceptualize and come to know the world. This course will introduce major themes of contemporary philosophy of physics such as the nature of space and time as revealed by relativity theories and measurement, locality, and objectivity as revealed by quantum theory. The new studies of chaos theory and complexity will also be considered. The course is intended to be accessible without technical knowledge of physical theories, although a prior course in physics or mathematics will be helpful.

Ronald Anderson, S.J.

PL 554 Philosophy of Poetry and Music (Spring: 3)

The purpose of this course is to provide an introduction into the world of painting, music, architecture and the dance. Some familiarity with literature will be presumed. After an initial exploration of these artistic worlds, participants will be encouraged to examine their experience in a more philosophical manner, trying to appropriate in a personal way the deeper significance and meaning of art. The influence of art in the formation of culture will be a subsidiary theme. Also, special attention will be given to the ways that the various art forms interrelate and support one another.

Joseph F. Flanagan, S.J.

PL 560 Social and Political Crisis in Ancient Greece (Fall: 3)

While keeping modern parallels in mind, we will study the causes of the Peloponnesian War, according to the historical account given by Thucydides. Against that historical background, we will study Plato's *Gorgias* and *Republic* as philosophical dramatizations of the social and political problems of contemporary Athens. Having laid all of these foundations, we shall seek further insight into these problems through an intensive reading of these dialogues.

John J. Cleary

PL 564 Neo-Kantian Ethics (Fall: 3)

This course will treat several extensions of Kant's ideas in recent moral theory, especially in J. Rawls, M. Baron, C. Korsgaard, and T. Scanlon.

Jorge Garcia

PL 566 Analytic Philosophy (Spring: 3)

Some twentieth-century philosophizing in Britain and America can be characterized by the following features: the careful effort to uncover logical and philosophical suppositions concealed beneath the superficial structure of statements in ordinary uses of language, pursuit of clarity in the treatment of genuine philosophical issues, and a deep respect for the achievements of natural science. The course will treat analytic philosophy in its historical development and assess its strength and weaknesses as a method in philosophy.

Laura L. Garcia

PL 577 Symbolic Logic: An Introduction to Its Methods and Meaning (Fall/Spring: 3)

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth century logic will be briefly considered such as set theory, Russell's paradox and Goedel's theorems.

Ronald Anderson, S.J.

PL 593 Philosophy of Science (Fall: 3)

This intent of this course is to provide an introduction to the central themes of twentieth century history and philosophy of science and to contemporary studies of science that explore the influence of factors such as the cultural and institutional context and experimental practices in the formation of scientific knowledge. The contributions of the sociological studies to understanding scientific knowledge will be explored. An underlying theme of the course will be a systematic issue of how scientific theories may be taken to provide us with knowledge of the structure of the world.

Ronald Anderson, S.J.

PL 594 Foundations of Ethics (Spring: 3)

Ethical living has been a challenge for humanity since the beginnings of recorded history. Indeed, the problem of ethical thought and living has always been a central concern of philosophical reflection, especially in the West. In the late twentieth century, however, the problem of ethics has reached a state of crisis, as increasingly people have come to suspect that no normative basis for ethics can be found. This course will examine attempts to find foundations for ethics and look at these attempts in relation to antifoundationalist critiques.

Patrick H. Byrne

PL 599 Kant's Moral Philosophy (Spring: 3)

Prerequisite: Some understanding of Kant's epistemology

We will do a close reading of *The Critique of Practical Reason*, *The Grounding of the Metaphysics of Morals*, and selected essays.

Ronald K. Tacelli, S.J.

PL 625 The Problem of Self-Knowledge (Fall: 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. During the first

two weeks, we shall examine the history of self-knowledge and especially how post-Nietzschean philosophers have challenged traditional solutions of this problem. After this historical survey, we will begin the journey into your own self-knowing, choosing and loving.

Joseph F. Flanagan, S.J.

PL 649 Philosophy of Being I (Fall: 3)

Starting from a deconstruction of the metaphysical tradition, this course will attempt a systematic reconstruction in the philosophy of being. It will begin with a reopening of the question of being leading into a discussion of the analogy and transcendental properties of being as a way into understanding the structure of being as it presents itself in experience.

Olivia Blanchette

PL 650 Philosophy of Being II (Spring: 3)

This course is a continuation of PL 649, Philosophy of Being I. It will go into questions of how being is communicated in the universe on the level of history as well as nature and will ultimately deal with the question of a totally transcendent Being that cannot be thought of in any way as part of the universe of beings in which we find ourselves.

Olivia Blanchette

PL 670 Technology and Culture (Fall: 3)

Cross listed with MC 670/SC 670

See course description in the Computer Science Department.

William Griffith

Graduate Course Offerings

PL 715 The Ontology and Language of Morals: 20th Century Views (Fall: 3)

We will explore some of the following: Moore's intuitionism, Ross' and Prichard's deontological pluralism, Ayer's and Stevenson's emotivism, Hare's prescriptivism, Foot's neonaturalism, Harman's relativism, Mackie's "error theory," Blackburn's projectivism, Gibbard's non-cognitivism, and Rawls' constructivism, in the context of the development of Anglophone philosophical movements of the past century.

Jorge Garcia

PL 719 Aquinas on Virtue and Law (Spring: 3)

Ethics has become once again a central concern for the understanding of human life. Before *After Virtue* there was *Virtue*. Before "Legitimation Theory" there has to be Law. This course will study Aquinas' systematic approach to ethics in the framework of the *Summa Theologiae*. After a discussion of the structure of the *Summa*, it will focus on the concepts of "Virtue and Law" in Part II.1 and on the "Particular Virtues" as elaborated in Part II.2.

Olivia Blanchette

PL 720 Platonic Theories of Knowledge (Spring: 3)

The purpose of this course will be twofold: to explore Platonic considerations of perception and memory in the *Theaetetus* and dialectic in the *Sophist*; and to investigate what Plotinus does with this Platonic inheritance in his major study of the soul and its way of knowing. Both philosophers show the intersection of perception and intellectual knowledge in a way that is essential for understanding the Platonic project as a whole and especially the possibilities and limits of human knowledge.

Gary M. Gurtler, S.J.

PL 729 Philosophy of Otherness (Spring: 3)

This course will explore certain limit-experiences of philosophy at the edge. Concentrating on contemporary philosophies of narrative—Ricoeur, Arendt, Kristeva, Lyotard, Derrida—it will proceed to analyze a number of figures of "sublime excess" which have cap-

tured and obsessed the postmodern social imaginary. Foremost amongst such figures studied will be “aliens,” “divinities” and “monsters”—and combinations of all three. Practical examples will be drawn from recent literature, cinema, TV, and popular cyber-culture. The aim of the seminar is to develop a new, critical hermeneutics of the contemporary cultural unconscious.

Richard M. Kearney

PL 740 The Philosophy of St. Augustine (Fall: 3)

Prerequisite: Some introductory courses in philosophy. No knowledge of Latin required.

This course will examine Augustine’s philosophical insights and reflections on his experience as seen in his *Confessions* and some of his political philosophy as seen in *The City of God* and a few other works. We will also read three of his early works: *Against the Academics*, *Concerning the Teacher*, and *On Free Choice of the Will*. The stress will be on reading the texts themselves and seeing Augustine’s thought in the context of his life.

Gerard C. O’Brien, S.J.

PL 746 Rawls’ Political Philosophy (Spring: 3)

Prerequisite: The Works of John Rawls

The year 2002 was marked by the death of John Rawls, who was often referred to as the most important political philosopher of the twentieth century. Toward the end of his life, Rawls worked very hard to complete his work publishing a series of books including *The Law of Peoples*, *Justice as Fairness Revisited*, *Lectures on Moral Philosophy* and his *Collected Papers*. His famous *Theory of Justice* and *Political Liberalism* complete the Rawlsian corpus. The most significant issue for this course will be the relationship of the early *Theory of Justice* to the later *Political Liberalism*.

David M. Rasmussen

PL 747 William James (Spring: 3)

James’ philosophy rejects all closed systems of truth in favor of a dynamic theory of truth-in-the-making which justifies and encourages free participation in the completion of an unfinished universe. This course will focus upon the relationships between the key themes of James’ philosophy: time and self-identity, the scope and limits of rationality, and pragmatism.

Richard Cobb-Stevens

PL 768 *Insight* (Fall: 3)

Bernard Lonergan wrote his major work, *Insight*, to address what he regarded as the great challenges posed by Modernity: modern natural science, modern historical thought, and the great revolutions in modern philosophy, especially Descartes, Kant and Hegel. *Insight* shares concerns of post-modernism, but departs from its pervasive relativism. Written after his scholarly investigations of Aquinas, Lonergan set himself the task of developing what he learned from those studies into a methodical way of treating philosophical issues, a method that he called “self-appropriation.” This course will undertake a close reading of *Insight*, along with selections from Lonergan’s later writings.

Patrick H. Byrne

PL 774 Beyond Aristotle’s Physics (Fall: 3)

This graduate course will consider the relationship between Aristotle’s physics and metaphysics from the perspective of method, content, and status as theoretical sciences. Beginning from Aristotle’s very similar treatment of the four causes in *Physics II* and *Metaphysics I*, we will examine some key physical concepts such as nature and chance, motion, the Infinite, time and place. Subsequently, we will focus on his physical arguments in *Physics VIII* for the existence of

an unmoved mover. Using this as a bridge to *Metaphysics XII*, we will consider the reasons why Aristotle held that his science of being qua being culminates in theology.

John J. Cleary

PL 799 Readings and Research (Fall: 3)

By arrangement.

The Department

PL 780 Readings in Theory (Spring: 3)

Cross listed with RL 780

The Department

PL 800 Heidegger and Dynamic Psychotherapy: The *Zollikon Seminars* (Spring: 3)

Prerequisite: Thorough familiarity with *Being and Time*

Heidegger came late to certain practical consequences of his thinking through the mediation of Medard Boss. Swiss psychiatrist trained as a Freudian psychoanalyst, Boss was deeply dissatisfied with Freudian theory when he discovered *Being and Time*. Eventually (1959-1969), he invited Heidegger to lead seminars on his thought for psychiatrists in Zurich; and records of these seminars clarify the philosophical basis of what Boss called *Daseinsanalysis*. This seminar will examine that notion and attempt to evaluate its import, not simply for psychotherapy, but for an eventual ethics.

William J. Richardson, S.J.

PL 801 Thesis Seminar (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing a master’s thesis.

The Department

PL 802 Thesis Direction (Fall/Spring: 3)

The Department

PL 806 Kant’s *Third Critique* (Fall: 3)

This is a close textual examination of Kant’s *Third Critique* and its subsequent influence in the history of art criticism.

Jacques M. Taminiaux

PL 808 Phenomenology of Desire (Fall: 3)

This course explores a number of key philosophical texts on eros ranging from Plato’s *Symposium* to certain modern accounts offered by phenomenology (Hegel, Sartre, Levinas, Marion) and psychoanalysis (Freud, Lacan, Kristeva). There will also be discussion of several religious and literary treatments of desire, for example *The Song of Songs*, Augustine’s *Confessions*, Dionysius’ *Divine Names*, and Proust’s *Remembrance of Times Past*.

Richard M. Kearney

PL 817 Frege and Wittgenstein (Fall: 3)

Gottlob Frege and Ludwig Wittgenstein had a profound influence on twentieth century philosophy. They developed an analytic method that transformed logic, ontology, and the philosophy of language. A reading of some of their major texts will provide the basis for a discussion of the validity and limits of contemporary logical analysis.

Richard Cobb-Stevens

PL 820 Reason and Religion in Hegel, Kierkegaard, Blondel (Fall: 3)

Will examine how the problem of the infinite arises in our consciousness according to these authors, how we try to resolve it immanently, and how it has to give way to absolute transcendence. We shall explore, not only how these three authors converge around the question of the infinite, but also how they diverge radically in handling the question as it effects the relation between reason and religion.

Oliva Blanchette

PL 855 Seminar: Heidegger I (Fall: 3)

This course is a close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time, and being.
Thomas J. Owens

PL 856 Seminar: Heidegger II (Spring: 3)

Prerequisite: PL 855

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

Thomas J. Owens

PL 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PL 990 Teaching Seminar (Fall/Spring: 3)

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

Richard Cobb-Stevens

PL 998 Doctoral Comprehensives (Fall/Spring: 0)

Required for doctoral candidates who have completed all course requirements but have not taken their doctoral comprehensive examination.

The Department

PL 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Physics

Faculty

George J. Goldsmith, *Professor Emeritus*; B.S., University of Vermont; M.S., Ph.D., Purdue University

Solomon L. Schwebel, *Associate Professor Emeritus*; B.S., City College of New York; M.S., Ph.D., New York University

Francis A. Liuima, S.J., *Assistant Professor Emeritus*; M.S., Boston College; Ph.D., St. Louis University

Pradip M. Bakshi, *Research Professor*; B.S., University of Bombay, India; A.M., Ph.D., Harvard University

Kevin Bedell, *Professor*; Chairperson of the Department; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook

David A. Broido, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo, Italy; Ph.D., Massachusetts Institute of Technology

Gabor Kalman, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

Krzysztof Kempa, *Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Michael J. Naughton, *Professor*; B.S., Saint John Fisher College; Ph.D., Boston University

Hong Ding, *Associate Professor*; B.S., Shanghai Jiao Tong University; Ph.D., University of Illinois, Chicago

Jan Engelbrecht, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

Michael J. Graf, *Associate Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Zhifeng Ren, *Associate Professor*; B.S., Sichuan Institute of Technology, China; M.S., University of Science and Technology, China; Ph.D., Chinese Academy of Sciences

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Ziqiang Wang, *Associate Professor*; B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Colombia University

Vidya Madhavan, *Assistant Professor*; B. Tech., Indian Institute of Technology, Madras; M. Tech., Indian Institute of Technology, New Dehli; Ph.D., Boston University

Departmental Notes

- Department Administrator: Shirley Lynch, 617-552-3576, shirley.lynch@bc.edu
- Department Faculty Support Assistant: Karen Barry, 617-552-3575, karen.barry@bc.edu
- World Wide Web: <http://www.physics.bc.edu>
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Undergraduate Program Description

The Department of Physics offers a rich and comprehensive program of study leading to the B.S. degree in Physics. This program is designed to prepare students not only for advanced graduate studies in physics, but also for employment upon graduation in physics and other disciplines related to science and technology. Basic courses give the student a solid foundation in the concepts of classical and modern physics, and assist the students in developing their analytical reasoning and problem-solving skills. Laboratory courses complement this experience with an opportunity to develop experimental skills and a working knowledge of advanced technology. Students are strongly encouraged to further develop all these skills by participating in advanced experimental, analytical, or computational research under the supervision of faculty mentors.

Major Requirements

The minimum requirements for the B.S. program include eleven lecture courses. Of the eleven, two are introductory physics (PH 209-210 or equivalent), and nine are numbered above 300.

- Among the nine courses, the following seven are required: PH 301, PH 303, PH 401, PH 402, PH 407, PH 408, PH 420.
- In addition, a Physics major must choose at least two of the following elective courses: PH 412, PH 425, PH 441, PH 480, PH 515, PH 525, PH 540. At least two elective courses will be offered each year.
- The required laboratory courses are the following: PH 203-204, PH 409, and at least one of either PH 430 or PH 535. Students planning to take PH 430 need to take an introductory computer programming course such as MC 130.
- For students concentrating in experimental physics, PH 536 (with approval) is strongly recommended.
- PH 532 Senior Thesis is recommended for students planning graduate work in physics.
- The following mathematics courses are required: MT 102, MT 103, MT 202, and MT 305.
- The final requirement is two approved courses in a science other than physics, normally CH 109-110 General Chemistry along with the associated laboratory.

Minor Requirements

The minimum requirements for a minor in Physics include the following courses:

- The following introductory courses: PH 209, PH 210 and accompanying labs PH 203 and PH 204.

- The following intermediate level courses: PH 301 and PH 303.
- Two upper-level courses (PH 400 and above).
Many of these courses have prerequisites. Students are advised to consult with the Undergraduate Program Director when selecting these courses.
- *Substitutions:* PH 211 and PH 212 may be substituted for PH 209 and PH 210, respectively, but the latter are preferred. Students must consult with the Undergraduate Program Director if they wish to substitute other equivalent courses for required courses or the corequisites.
- *Corequisites:* MT 102 and MT 103 are required. MT 202 and MT 305 may also be required as prerequisites for many of the upper-level physics courses. Students should consult with the Undergraduate Program Director to determine whether they will need to take these additional mathematics courses.

Departmental Honors Program

A Physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental Honors Program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of the junior year and no later than the first quarter of the senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon (1) satisfactory completion of a thesis based on the research project; and (2) demonstration through an oral examination of a broad comprehension of physics generally and the special field of the thesis. The examining committee shall be appointed by the Chairperson and will consist of a two member faculty Honors Committee, and one additional examiner from the Physics faculty or graduate student body.

Advanced undergraduate Physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741.

Information for First Year Majors and Non-Majors

Physics majors, and other science majors (non-premedical) planning on physics in the freshman year should enroll in PH 209 and the associated lab PH 203. Premedical students should enroll in the course PH 211 and the associated lab PH 203. The mathematics course specially designed for Physics majors, as well as Mathematics, Chemistry, Geology, and Geophysics majors, is MT 102. MT 100 is intended for Biology and Premedical students.

Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PH 209, PH 210 (or PH 211, 212) with labs, PH 301, and PH 303 (also with labs,) and the co-requisite math courses MT 102, MT 103, MT 202, and MT 305. The Department typically allows a maximum of four courses taken abroad to count for major credit. Of these four courses, two should be major requirements, plus two Physics electives. The department recommends any program with a solid teaching and research program in physics (e.g., Glasgow, Parma, Amsterdam).

Students are advised to study abroad during their junior year, either one or two semesters. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director, Dr. Andrzej Herczynski (andrzej@bc.edu). Students are strongly encouraged to inquire early at our department, and with possible host institutions, to arrange for a research project, supervised jointly by faculty at Boston College and the host institution.

Course Offerings

Courses numbered below 200 are introductory courses directed primarily towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the Science Core requirement. PH 209-210 Introductory Physics I, II (Calculus) or PH 211-212 Introduction to Physics I, II (Calculus) and PH 203-204 Introductory Physics Laboratory I and II are required of all Biology (B.S. Program), Chemistry and Physics majors. Courses numbered above 300 are advanced offerings primarily for Physics majors.

Graduate Program Description

The Department offers comprehensive programs of study and research leading to the degrees of Doctor of Philosophy (Ph.D.), as well as Master of Science (M.S.), and Master of Science in Teaching (M.S.T.) in conjunction with the Lynch School of Education. Courses emphasize a strong foundation in the basic principles of physics, preparing the student to undertake advanced research under the supervision of a faculty advisor. Graduate students are encouraged not only to collaborate closely with their research advisor, but also to draw upon the experience of the entire faculty and other graduate students. Our students are trained primarily to carry out independent research at the Ph.D. level, and our graduates have gone on to successful careers in many areas.

Master's Program

Each candidate for a terminal Master's degree must pass a Master's comprehensive examination administered by the Department, and meet specified course and credit requirements. The Master's comprehensive examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's comprehensive examinations in conjunction with the graduate faculty. Generally, no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper, but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741, and PH 707-708. The Master's comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional, or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same courses and Master's comprehensive examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722, PH 733, and PH 742 are required.

M.S.T.

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch School of Education and the Department of Physics. This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will most often

include two of the following courses: PH 711, PH 721, PH 732, PH 741. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. For further information on the M.S.T., please refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at (617) 552-4214.

Doctoral Program

A student enters the doctoral program upon faculty recommendation after passing the Ph.D. comprehensive examination. Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the Chairperson of his/her major field selection and the Chairperson shall appoint a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are the following: PH 722, PH 733, PH 742, PH 707-708, and four additional courses in distinct areas outside the student's research specialty chosen from the graduate electives of the department or from other graduate departments with the approval of the Chairperson. PH 761 and PH 771 are strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

Within one year of entering the graduate program, each student will take the comprehensive examination, usually offered each September. In principle, this examination covers all of physics that a physics graduate student can be expected to know at the end of one year of formal course work in the curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the Chairperson, and the examination is evaluated by this committee with approval of the entire graduate faculty of the Department. Students may attempt this examination twice.

Research and Thesis

After passing the comprehensive examination, a student's principal activity is research. Normally, within a year after passing the comprehensive examination, the student shall take the Research Proposal Examination. The purpose of this examination is for the student to demonstrate knowledge of his/her area of research specialization and to expose the topic of his/her proposed thesis to scrutiny for its soundness and scientific merit. This will be done at a public meeting. The examination will be evaluated by the student's doctoral committee, and the results reported to the Chairperson and recorded in the student's file. Upon the student's satisfactory performance in this examination, the Chairperson shall recommend to the Dean the appointment of a doctoral thesis committee consisting of at least three department members (including the student's Doctoral Committee) and an external examiner, where feasible, to

read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

Admission Information

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding.

Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A diagnostic examination is administered to each entering student to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive upon arrival thereby accelerating their progress in the program.

Research Information

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. Some areas of current interest are the theory of plasmas, the theory of local, marginal, and other correlated Fermi liquids, theoretical and experimental studies of the optical and transport properties of novel condensed matter systems, laser physics, and superconductivity. In addition to individual research projects, faculty members have established major internal collaborative research efforts, including the search for plasma instabilities in novel condensed matter systems, the theory of strongly correlated electron systems, and the properties of nanostructured semiconductor systems.

Significant research facilities are available to our graduate students. Departmental facilities include laser-equipped optical laboratories, a low-temperature physics laboratory equipped with superconducting magnets, a SUN local area network, graduate and undergraduate computational facilities, and access to the University computing system. As part of its ongoing expansion, the Department of Physics will greatly enhance and supplement these facilities during the next few years.

The Department of Physics also has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Illinois CRAY supercomputing facility, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University.

Students wishing more detailed information can write to the Physics Department or visit their website at <http://www.physics.bc.edu>.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

PH 101 Basic Laboratory I (Fall: 1)**Lab fee required**

A course that provides an opportunity to perform experiments on topics in mechanics, waves and acoustics. This laboratory demands minimal use of mathematics in interpreting the results of experiments. One two-hour laboratory period per week.

Andrzej Herczynski

PH 102 Basic Laboratory II (Spring: 1)**Lab fee required**

A course that provides an opportunity to perform experiments on topics in electricity and magnetism and physical optics. This lab demands minimal use of mathematics in interpreting the results of experiments. One two-hour laboratory period per week.

Andrzej Herczynski

PH 115-116 Structure of the Universe I and II (Fall/Spring: 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

Pradip Bakshi

The Department

PH 183 Foundations of Physics I (Fall: 3)**Recommended Laboratory (optional): PH 101-102**

First semester of a two-semester algebra-based introductory physics course sequence primarily for non-science majors. Students learn the basic principles of physics and the observed physical phenomena which provide their foundation. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. This course is similar to PH 211 in pace and content but with less emphasis on mathematical technique. First semester covers classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation. PH 101 is recommended as an optional laboratory to supplement the course material.

Baldassare DiBartolo

PH 184 Foundations of Physics II (Spring: 3)**Recommended Laboratory (optional): PH 101-102**

Second semester of the two-semester algebra-based introductory physics course sequence primarily for non-science majors. This course is similar to PH 212 in pace and content but with less emphasis on mathematical technique. Topics to be covered are fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism and electromagnetic oscillations and waves, selected topics in physical optics, and if time allows, basic concepts and applications of special relativity and quantum physics. PH 102 is recommended as an optional laboratory to supplement the course material.

Baldassare DiBartolo

PH 199 Special Projects (Fall/Spring: 3)**Credits and requirements by arrangement with the approval of the Chairperson.**

Individual programs of study and research under the direction of physics faculty members.

The Department

PH 203 Introductory Physics Laboratory I (Fall: 1)**Lab fee required**

A laboratory course that provides an opportunity to perform experiments on topics in mechanics and acoustics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.

Andrzej Herczynski

PH 204 Introductory Physics Laboratory II (Spring: 1)**Lab fee required**

A laboratory course that provides an opportunity to perform experiments on topics in electricity and magnetism and physical optics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.

Andrzej Herczynski

PH 209 Introductory Physics I (Calculus) (Fall: 4)

Prerequisite: MT 102 (May be taken concurrently)

PH 203 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PH 211 in pace and content but at a greater depth appropriate for physical science majors. Topics cover classical mechanics, including Newton's laws, energy, rotational motion, oscillations, waves, and gravitation. Also to be covered, as time allows, are elements of thermal physics, as well as hydrostatics and fluid dynamics.

Hong Ding

PH 210 Introductory Physics II (Calculus) (Spring: 4)

Prerequisite: MT 103 (May be taken concurrently)

PH 204 is the laboratory course to supplement the lecture course material.

Second semester of a calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PH 212 in pace and content but at a greater depth appropriate for physical science majors. Topics include fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism and electromagnetic oscillations and waves, and selected topics in physical optics.

Hong Ding

PH 211 Introduction to Physics I (Calculus) (Fall: 4)

Prerequisite: MT 100 (May be taken concurrently)

Corequisite: PH 213

PH 203 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.

The Department

PH 212 Introduction to Physics II (Calculus) (Spring: 4)

Prerequisite: MT 103 (May be taken concurrently)

Corequisite: PH 214

PH 204 is the laboratory course to supplement the lecture course material.

Second semester of a calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics are electrostatics, electrical circuits, magnetism, electromagnetism and electromagnetic waves, topics in physical optics, and basic concepts of special relativity and quantum physics.

The Department

PH 213-214 Introduction to Physics Recitation I and II (Fall/Spring: 0)

Recitation section, corequisite to PH 211-212. Problem solving and discussion of topics in a small-class setting.

The Department

PH 301 Vibrations and Waves (Fall: 4)

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following: mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction.

Vidya Madhavan

PH 303 Introduction to Modern Physics (Spring: 4)

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors.

Rein A. Uritam

PH 399 Advanced Independent Research (Fall/Spring: 6)

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

The Department

PH 401 Mechanics (Fall: 4)

This course includes the following: classical mechanics at the intermediate level; particle dynamics and oscillations in one dimension; conservative forces and principles; energy, momentum and angular momentum; particle dynamics, orbit theory and stability for central forces; the Kepler problem; Rutherford scattering; accelerating frames of reference; rigid body dynamics; and an introduction to Lagrange's equations.

Andrzej Herczynski

PH 402 Electricity and Magnetism (Spring: 4)

This course includes the following: electricity and magnetism at the intermediate level; electrostatics; Laplace's equation; magnetostatics; Maxwell's equations; electromagnetic waves; electron theory; dispersion; theory of the dielectric constant and electromagnetic radiation.

Zhifeng Ren

PH 407 Quantum Physics I (Fall: 3)

First of a two-semester sequence providing a comprehensive treatment of the principles and applications of non-relativistic quantum mechanics. This semester focuses on basic principles. Topics covered include: historical development of quantum mechanics; the uncertainty principle; the Schrodinger equation and its solution for simple one-dimensional potentials, including constant potentials and the harmonic oscillator; formal presentation of the postulates of quantum mechanics using Dirac notation; commutation relations; basic scattering theory; formulation of Schrodinger equation in three-dimensions, central potentials, orbital angular momentum, and the hydrogen atom; spin angular momentum and the addition of angular momenta.

Michael Graf

PH 408 Quantum Physics II (Spring: 3)

Second semester of the PH 407-408 sequence, focusing on applications. Topics covered include: treatment of the many-particle systems, including effects of spin and symmetry of the wave function; many-electron atoms and the periodic table; basic elements of quantum statistics; approximation techniques, including non-degenerate and degenerate perturbation theory and the variational principle; time-dependent perturbation theory and the interaction of electromagnetic radiation with matter.

Vidya Madhavan

PH 409 Contemporary Electronics Laboratory (Fall: 2)

Lab fee required

This course is an introduction to the methods of contemporary physics research including the following: the use of meters, oscilloscopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction.

George Goldsmith

PH 420 Statistical Mechanics and Thermodynamics (Fall: 4)

This course includes the statistical basis of thermodynamics, entropy, the laws and theorems of thermodynamics; reversibility and irreversibility; ideal gases and real gases; Maxwell-Boltzmann distribution; Fermi-Dirac statistics; Bose-Einstein statistics.

David Broido

PH 425 Introduction to Solid State Physics (Spring: 3)

This is a survey of solid state physics, including the following: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity; and the physical characterization of materials.

Michael Naughton

PH 430 Numerical Methods and Scientific Computing (Spring: 4)

Prerequisites: MT 202, and one of PH 330, MT 330, CH 330, EC 314, plus permission of instructor

Cross listed with EC 315

This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed. Other topics will include statistical sampling and Fourier and Laplace transforms. The course material and presentation will accommodate a range of scientific backgrounds.

Krzysztof Kempa

PH 530 Advanced Scientific Computation (Fall: 4)

Prerequisites: One of PH 330, CH 330, MT 330 or EC 314, and one of PH 430 or EC 315; or permission of instructor

Cross listed with EC 316

This course in advanced scientific computation will focus on multidisciplinary applications, with special emphasis on the potential to apply computational methods developed in one discipline to problems in other disciplines. The course will be offered in lab format (3+1 credits), and will be heavily modular, consisting of four to five modules presented by faculty from different disciplines, such as chemistry, computer science, economics, finance, mathematics, and physics.

The Department

PH 532 Senior Thesis (Fall/Spring: 3)

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

The Department

PH 535 Experiments in Physics I (Fall: 3)**Lab fee required**

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.

Jianguo Huang

Michael Naughton

PH 545 Introduction to Chaos and Nonlinear Dynamics (Spring: 3)

This is a one-semester physics elective aimed primarily at junior and senior level physics majors. The course is a quantitative outline of the deterministic chaos and nonlinear dynamics and will introduce basic techniques and concepts such as the phase space, maps, attractors, and Poincaré sections. It will include discussion of routes to chaos, universality, and the Lyapunov exponent. Examples will be drawn from classical mechanics, population dynamics, fluid dynamics, chemistry, and other fields. Experimental demonstrations and some numerical examples will augment lectures.

Andrzej Herczynski

PH 599 Readings and Research in Physics (Fall/Spring: 3)**Credits by arrangement**

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Requirements are with the approval of the Chairperson.

The Department

Graduate Course Offerings**PH 700 Physics Colloquium (Fall/Spring: 0)**

This is a weekly discussion of current topics in physics. No academic credit. No fee.

The Department

PH 707-708 Physics Graduate Seminar I and II (Fall/Spring: 1)

A discussion of topics in physics from the current literature.

Kevin Bedell

Michael Naughton

PH 711 Classical Mechanics (Fall: 4)

Considered are the following: Lagrange's and Hamilton's equations, principle of Least Action, invariance principles, rigid body motion, canonical transformations, Hamilton-Jacobi theory, special theory of relativity, small oscillations, and continuous media.

Gabor Kalman

PH 721 Statistical Physics I (Spring: 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; ideal classical, Bose and Fermi systems; selected applications.

The Department

PH 722 Statistical Physics II (Fall: 3)

A modern view of phase transitions and critical phenomena, including the following topics: Landau theory of phase transitions, dimensional analysis, role of fluctuations, critical exponents, scaling and an introduction to renormalization group methods.

Andrei Lebed

PH 732 Electromagnetic Theory I (Spring: 4)

Topics include: physical basis of the Maxwell equations, potentials and gauges; electrostatics and magnetostatics; multipole moments; material media; energy and momentum conservation of fields and particles; wave phenomena and geometrical optics; point charge motion in external fields, relativistic principles, concepts, and applications; and covariant electrodynamics.

The Department

PH 736 Techniques of Experimental Physics II (Spring: 3)

This is a laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators, and metals. Coherent and incoherent light sources, photoemissive, photoconductive, and photovoltaic transducers, analog-to-digital and digital-to-analog converters, microcomputer interfaces, electrometers, lock-in detectors, spectrometers, cryostats, and laboratory magnets represent the kinds of apparatus that will be involved. The course will meet for six hours per week of laboratory work and one hour of lecture.

Jianguo Huang

PH 741 Quantum Mechanics I (Fall: 4)

Considered are the following: fundamental concepts, bound states and scattering theory, the Coulomb field, perturbation theory, angular momentum and spin, and symmetry and the Pauli principle.

Krzysztof Kempa

PH 742 Quantum Mechanics II (Spring: 4)

Considered are the following: interaction of radiation with matter, selection rules, second quantization, Dirac theory of the electron, and scattering theory.

David Broido

PH 761 Solid State Physics I (Fall: 3)

Introduction to the basic concepts of the quantum theory of solids. Drude and Sommerfeld theory, crystal structure and bonding, theory of crystal diffraction, and the reciprocal lattice, Bloch theorem and electronic band structure, nearly free electron approximation and tight binding method, metals, semiconductors and insulators, dynamics of crystal lattice, phonons in metals, semiclassical theory of electrical and thermal transport, introduction to magnetism and superconductivity.

Ziqiang Wang

PH 762 Solid State Physics II (Spring: 3)

Advanced studies of the physics of solids. Elementary excitations, symmetry and symmetry-breaking, electron-electron and electron-phonon interactions, Hartree-Fock and random phase approx-

imations, scattering theory, dielectric functions, screening, sum rules, optical properties, Landau Fermi liquid theory, disorder and localization, quantum Hall effect, quantum magnetism, superconductivity and superfluidity.

Ziqiang Wang

PH 799 Readings and Research in Physics (Fall/Spring: 0)

Credits by arrangement

By arrangement.

The Department

PH 801 Physics Thesis Research (Fall: 3)

A research problem of an original and investigative nature.

The Department

PH 835 Mathematical Physics I (Fall: 3)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions, complex variable theory and applications.

Kevin Bedell

PH 888 Interim Study (Fall: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PH 910 Seminar: Topics in Physics (Fall/Spring: 3)

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.

Zhifeng Ren (Fall)

Andrei Lebed (Spring)

PH 986 Electron Microscopy II (Spring: 3)

This course deals with electron microscopy including transmission electron microscopy (TEM), scanning electron microscopy (SEM), scanning tunneling microscopy (STM), atomic force microscopy (AFM), etc. In this course, two-thirds will be taught on the principle of electron diffraction of TEM and the principles of STM and AFM, one-third will be on operation, maintenance, and data analysis using TEM, SEM, STM, AFM, etc. The goal of this course is to prepare all students for their materials-related careers. Students can be the senior undergraduate, graduate, as well as post-doctor from Departments of Physics, Geology and Geophysics, Chemistry, etc.

The Department

PH 998 Doctoral Comprehensive (Fall/Spring: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

PH 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation

The Department

Political Science

Faculty

Gary Brazier, *Professor Emeritus*; B.S.Ed., Mankato State Teachers College; Ph.D., University of Minnesota

David Lowenthal, *Professor Emeritus*; B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

Robert Scigliano, *Professor Emeritus*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Christopher J. Bruell, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

Robert K. Faulkner, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

Christopher J. Kelly, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

R. Shep Melnick, *O'Neill Professor*; B.A., M.A., Ph.D., Harvard University

Marvin C. Rintala, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Robert S. Ross, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

Kay L. Schlozman, *Professor*; Chairperson of the Department; A.B., Wellesley College; A.M., Ph.D., University of Chicago

Susan M. Shell, *Professor*; B.A., Cornell University; Ph.D., Harvard University

Peter Skerry, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

Alan Wolfe, *Professor and Director of the Center for Religion and American Public Life*; B.S., Temple University; Ph.D., University of Pennsylvania

Nasser Behnegar, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

David A. Deese, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Gerald Easter, *Associate Professor*; B.A., Boston College; Ph.D., Columbia University

Dennis Hale, *Associate Professor*; A.B., Oberlin College; Ph.D., City University

Kenji Hayao, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

David R. Manwaring, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Jennie Purnell, *Associate Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

Paul Christensen, *Adjunct Associate Professor*; B.A., University of Washington; M.A., Ph.D., Princeton University

Timothy W. Crawford, *Assistant Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D. Columbia University

Jennifer Steen, *Assistant Professor*; A.B., M.A., Ph.D., University of California, Berkeley

Kathleen Bailey Carlisle, *Adjunct Assistant Professor*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

Deborah Brown, *Senior Lecturer and Director of Environmental Policy*; B.A., Creighton University; J.D., University of Texas School of Law

Pierre Manent, *Visiting Professor*; Ancien élève de l'Ecole Normale Supérieure, France; Agrégé de Philosophie, France

Departmental Notes

- Department Administrator: Sandra MacDonald, 617-552-4144, sandra.macdonald@bc.edu
- World Wide Web: http://infoeagle.bc.edu/bc_org/avp/cas/polsc/undergraduate.html

Undergraduate Program Description

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, business, journalism, graduate work, and teaching in the social sciences.

Political Science Majors

The Political Science major requirements include the following: the two introductory courses, PO 041 and PO 042, and one course in each of the following four subfields of political science: American Politics (300-level), Comparative Politics (400-level), International Politics (500-level), and Political Philosophy (600-level). It is not necessary to take PO 041 before PO 042. If, before declaring the major, a student has already taken one or two of the other introductory political science courses that fulfill the University Social Science Core requirement (PO 061, PO 091), those may substitute for PO 041, PO 042, or both. The major is completed by taking four additional electives for a total of ten courses in all. Students may use Advanced Placement credit to substitute for either an introductory course or an upper level elective if they have a score of four or better.

Departmental Honors

The Department of Political Science has established its own Honors Program to encourage and reward high academic achievement among its majors. Each year 20 to 25 entering juniors are invited to join the Honors Program based on their overall academic records and their work in political science. The Honors Program seeks to provide additional opportunities for intellectual exchange and friendship among students as well as with the faculty. The department hopes that the spirit of the Honors Program will in turn extend to all our classes and our students.

Each semester, the department offers a special Honors Seminar to members of the program who are expected to take at least two of these Honors Seminars over the course of their junior and senior years. Honors Seminars receive a special designation on the student's transcript. They count as additional electives in the major, and as such, they do not exempt students from the requirement of taking one course in each of four subfields of political science. Students in the program are strongly encouraged to write an Honors Thesis during their senior year, as the culmination of the program.

All members of the program who complete 12 courses within the department, including two Honors Seminars, are eligible to graduate with Honors in Political Science, if they have sustained a record of academic excellence in the major. Members of the program who also write an Honors Thesis are eligible to graduate with High or Highest Honors in Political Science.

For further information on the department's Honors Program, contact the Chairperson of the department or the Honors Director.

Special Programs

Arts and Sciences students who want the challenge of working intensively on a scholarly project of their own design during their senior year should consider applying for the Advanced Independent Research program. Admission is by application (usually late in the fall of the junior year) through the department Chairperson to the Dean. See the Scholar of the College section in the College of Arts and Sciences.

The Internship Seminar, PO 200, allows qualified juniors and seniors to devote six credits of a semester's load to constructive work in federal, state, or local governmental units in the Boston area, together with a special seminar held on campus. Admission to the program is by application to the Department. Forms are available from the Political Science Department office.

Information for Study Abroad

Study abroad is an excellent way for Political Science majors to gain a comparative and cross-cultural perspective on politics. Study abroad is encouraged by the Department, so long as students have prepared themselves with a strong academic background and choose their study abroad location with care, to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student must have at least a 3.2 GPA, both overall and in the Political Science major, before departing. If a student believes he or she should exempt from this rule, he or she may discuss it with the Department's study abroad adviser. However, exemptions from this rule are rare. Other departments may have different requirements for study abroad. Students who are double-majoring and meet the requirements of another department for study abroad are free to take Political Science courses while abroad, if they wish. However, those courses will not be accepted toward the Political Science major unless the student also meets the requirements for study abroad of the Political Science Department.

The Department does not require its majors to have any specific number of courses completed before studying abroad. However, majors who have not completed the two-semester Fundamentals of Politics sequence and at least one or two additional Political Science courses before they depart may find it difficult to complete the major by graduation.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses acceptable toward the major. Some sites lack political science departments or have weak political science offerings. The Department's study abroad adviser can advise students about which programs and courses abroad will be acceptable. Students are urged to gain approval for specific courses from the Department's study abroad adviser before departing. A student who seeks approval only after he or she returns from abroad risks not getting Political Science credit for study abroad courses.

The Department will accept no more than two courses per semester from an institution abroad, or four courses for an entire year. These courses will count as major electives only. The four courses for the field distributional requirement in the Political Science major (one each in American, Comparative, and International Politics and in Political Theory) must be taken at Boston College. No courses taken abroad will be accepted for these distributional requirements. Final approval of courses taken abroad requires the signature of the Department's study abroad adviser.

The Political Science Department's study abroad adviser is Professor Donald L. Hafner.

Graduate Program Description

The department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral

programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

The Master's program requires ten courses with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

Doctor of Philosophy Degree

Sixteen courses (48 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 16 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

Admissions

An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future.

Three letters of recommendation must be submitted to the Department at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The Department requires the general GRE test, a Statement of Purpose, and a sample of scholarly work, such as a term paper.

Completed applications should be submitted to the department by February 1, so that decisions can be reached by mid-March.

Financial Aid

The Department is usually able to provide financial support to our doctoral candidates for a period of four to five years, although the Department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They involve twelve to fifteen hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the Department also awards Thomas P. O'Neill Fellowships to two incoming students in American politics in honor of the late Speaker of the House. The grant entails some assistance to the O'Neill professor or other activity related to the O'Neill program.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

Core Courses

For freshmen and sophomores. Juniors and seniors by department permission only.

Note: These are the only departmental courses open to freshmen.

PO 020 Internships (Fall/Spring: 1)

Kay L. Schlozman

PO 041 Fundamental Concepts of Politics I (Fall/Spring: 3)

Satisfies Social Science Core Requirement

For Majors only

This is an introduction to governments, political ideas and theories, and the study of politics. Each of the course instructors uses a different set of reading materials in his or her own section. Some draw from political philosophy texts, some from the arena of international politics, some from an examination of politics and government in other countries, but none draws primarily on American politics, which is the sphere of PO 042. All sections focus on important questions and truths about the nature of politics.

Kathleen Bailey

Alice Behnegar

Dennis Hale

Kenji Hayao

Christopher Kelly

PO 042 Fundamental Concepts of Politics II (Fall/Spring: 3)

Satisfies Social Science Core Requirement

For Majors only

This is an introduction to governments, political ideas and theories, and the study of politics. The principal emphasis of this course is on American government and politics, with the aim of understanding American institutions and political processes. But each of the course instructors will also draw on other materials aimed at providing some comparative perspective and especially an understanding of the ways in which the American system is different or unique.

Kathleen Bailey

Alice Behnegar

Nasser Behnegar

Dennis Hale

Gerald Easter

PO 061 Introduction to American Politics: The Organization of Power (Fall: 3)

Satisfies Social Science Core Requirement

For non-majors

Not open to students who have taken PO 051.

This course examines how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pros and cons of both process and results.

David R. Manwaring

Undergraduate Electives**PO 200 Internship Seminar: Policy and Administration in State and Local Government (Fall/Spring: 6)**

Prerequisite: Admission to this course is by application only.

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities. Junior and senior majors are selected on a competitive basis, based on their fitness for assignment to public offices.

Marie Natoli

PO 201 Environmental Law (Spring: 3)

This course is designed to introduce students to the intricacies and structure of legal mechanisms and remedies available in the important and expanding field of environmental law. Environmental law covers virtually every area of the legal system—from common law

litigation and constitutional claims to cutting-edge issues of complex government agency regulations and the creation and enforcement of international legal norms.

Zygmunt Plater

PO 281-282 Individual Research in Political Science (Fall/Spring: 3)

Prerequisite: Permission of instructor

These are one-semester research course directed by a Department member that culminates in a long paper or some equivalent.

The Department

PO 291-292 Honors Thesis in Political Science (Fall/Spring: 3)

The Department

PO 297 Honors Seminar: War, State, Society (Fall: 3)

The seminar provides a comparative historical examination of the modern state. The course includes a focused examination of the relationship between war-making and state-building. In addition, the course studies how states shape society. Finally, the course considers the decline of the modern state in response to globalization.

Gerald Easter

PO 301 Policy and Politics in the US (Fall: 3)

This course is designed to acquaint students with the major features of American policymaking at the national level by engaging in primary research and extensive memo-writing on selected policy issues. Each student will be expected to become familiar with at least three policy areas, understanding existing government policies and underlying tradeoffs and paradoxes; proposing intellectually defensible and politically feasible reforms; and suggesting political strategies for enacting these reforms. Possible topics include social security, environmental regulations, federal aid and mandates for education, affirmative action, welfare, and use of public lands.

Shep Melnick

American Politics

PO 305 American Federalism (Fall: 3)

This course will examine the constitutional foundation, the historical development and the contemporary character of American Federalism. It will explore the tension between centralization and decentralization as an independent factor influencing the course of American politics and governance, as well as a factor in contemporary policy debate. It will also explore federalism in a comparative light by looking at current debates about European federalism.

Marc Landy

PO 306 Parties and Elections in America (Spring: 3)

This is a general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of these issues, personalities, and campaign tactics involved in recent elections. Emphasis will be placed on the role of elections in enhancing citizen control of political leaders.

Jennifer A. Steen

PO 308 Public Administration (Fall: 3)

This course examines the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. The topics covered are theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. The major themes are the following: Is there an American science of administration? What is the relationship between a country's administrative

culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

Dennis Hale

PO 309 The U.S. Congress (Fall: 3)

This course explores the legislative branch of the American federal government with an emphasis on relating current events to issues raised by the Framers of the Constitution and other democratic theorists. The specific topics we will cover include: nominations and elections, constituent relations, formal and informal structures and procedures of both houses, policy formation, lobbying, and relations with the executive branch. This is an advanced course which assumes a basic knowledge of the American political system.

Jennifer Steen

PO 310 Criminal Justice: Constitution and Practice (Spring: 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights.

David R. Manwaring

PO 311 Urban Politics in Twenty-First Century America (Spring: 3)

This course examines the politics and policies concerning America's urban areas at the beginning of the twenty-first century. Topics include: the distinctive nature of urban politics; the meaning and relevance of concepts such as "community" and "the politics of place" in today's political context; the transformation of urban political institutions over the last century; the demographic and social changes confronting cities today; the role of community organizations and citizen groups; the relationships among cities, states, and the national government in our federal system; and comparative analysis of cities in the United States with those in other advanced industrial nations.

Peter Skerry

PO 317 The American Presidency (Fall: 3)

Not open to students who have taken PO 303.

This course examines the American presidency in the views and actions of major Presidents, in electoral politics, and in relations with political party, Congress, the courts, and the executive bureaucracy.

Marc Landy

PO 321 American Constitutional Law (Fall: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights.

David R. Manwaring

PO 322 Courts and Public Policy (Spring: 3)

Prerequisite: previous course on the courts or constitutional law.

This course examines American courts as political institutions, asking how judges shape public policy, how politics outside the courtroom affects judicial behavior, and how the role of the federal courts has changed over the past 60 years. Topics include desegregation, voting rights, environmental and administrative law, statutory interpretation, and torts.

Shep Melnick

PO 330 Immigration: Processes, Politics, and Policies (Spring: 3)

This course will examine immigration as a social as well as an economic process, with particular attention to its political and policy dimensions. Special attention will be paid to the interaction between immigrants and contemporary American social and political

cal institutions, and to how the contemporary context differs from earlier periods in our history. The various dimensions (social, cultural, economic, and political) of the assimilation process will be examined. The course will culminate in an examination of various policy responses to the continuing controversy over immigration.

Peter Skerry

PO 344 American Legal System (Fall: 3)

Topics include historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

David R. Manwaring

PO 345 Groups in American Politics (Spring: 3)

In this course we will examine the role of groups in the American political process. We will begin with the nature of individuals' identification with social, racial, ethnic, economic and political groups. We will then focus on organized associations and the functions they provide in a democratic society. We will conclude by considering the strategies and tactics groups employ to advance their political interests in the context of public opinion, elections and government.

Jennifer Steen

PO 348 Morality and Politics (Spring: 3)

The purpose of this course is to examine through the use of specific case studies the dilemmas that occur when political leaders have to balance considerations of morality with those of power. Examples include Abraham Lincoln's efforts to deal with slavery, Randolph Bourne's critique of American entry into World War I, the response of the West to the Nazi genocide, Hiroshima, the cold war, and contemporary debate over issues like abortion and stem cell research.

Alan Wolfe

PO 360 Seminar: Rights in Conflict (Spring: 3)

This seminar is primarily for sophomores. Juniors admitted with departmental permission.

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote as well as rights-based assertions on behalf of the disabled, students, and even animals.

Shep Melnick

PO 399 Advanced Independent Research (Fall/Spring: 6)

Kay L. Schlozman

Comparative Politics

PO 400 Comparative Politics (Spring: 3)

Open to sophomores.

This course is an introduction to the subfield of comparative politics. It is organized thematically rather than by case studies drawing on diverse political systems in Latin America, Africa, and Europe, we will explore some of the central issues in comparative politics, including states and nations, political economies, democratic and authoritarian regimes, regime transitions, and different democratic institutions.

Kenji Hayao

PO 402 Comparative Revolutions (Spring: 3)

This course examines the causes and implications for societies of major social revolutions. The course will cover major theories of revolution, and will include a series of case-studies of revolutions

from around the world that succeeded and that failed. Cases will include France, China, Russia, peasant rebellions, national liberation struggles, and others.

Paul Christensen

PO 403 Rise and Rule of Islamic States (Fall: 3)

This course explores the nature of Islamic political systems from the Arab caliphates, Mongol Khanates and Turkic conquests to the problems and prospects faced by Muslim states today. The modern states to be examined include Turkey, Afghanistan, Tajikistan, Uzbekistan, Azerbaijan, Iran, as well as Muslim enclaves inside Russia such as Chechnya. Islamic philosophy, religion, and culture will also be treated.

Kathleen Bailey

PO 412 Ethnonationalism in Eastern Europe (Spring: 3)

The class focuses on nations and nationalism in Eastern Europe. In particular, the course examines the formation of national identity and national movements in the region, the sources of ethnic conflict and violence, and the dilemmas of building democracy in ethnically divided societies.

Gerald Easter

PO 413 Comparative Politics of Democratization (Spring: 3)

This course provides an introduction to some of the major debates about democracy and democratization in the field of comparative politics. The first half of the course focuses on theoretical approaches to the creation and consolidation of democratic political regimes. The second half turns to empirical analysis, through an examination of the cases of Spain, Chile, and South Africa.

Jennie Purnell

PO 414 Politics and Society in Central Eurasia (Spring: 3)

This course explores political systems and contemporary society in Central Eurasia and devotes special attention to ethnic relations among the various peoples of the region. Greater Central Asia constitutes the western part of Inner Asia, stretching from the Caspian Sea to Xinjiang Province in China, from Chechnya in the north to Afghanistan and Pakistan in the south. It belongs culturally to the Islamic world. The region has been impacted by the imperial policies of the Soviet Union and China, by the rise of nationalism, and by religious radicalism, terrorism and war.

Kathleen Bailey

PO 415 Models of Politics (Spring: 3)

An introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

Kenji Hayao

PO 416 Introduction to Chinese Politics (Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course treats the politics of the People's Republic of China. It will focus on the top level leadership, the policy-making process, state-society relations, the role of the state in the economy, and political institutions. The pre-1978 communist period is critical for understanding China and will be treated in detail. However, the bulk of this course will focus on the post-1978 politics in China. Economic reform, limited political liberalization, the recently ascended fourth generation of leaders, domestic migration problems, the rise of Chinese nationalism, income and regional inequality, and recent social changes will be studied.

Christopher Twomey

PO 421 The Politics of Northern Ireland, 1921-Present (Spring: 3)

This course seeks to trace the political development of Northern Ireland from its creation in 1921 to the present, examining in particular the political parties, organizations and movements that have shaped the political landscape of the six counties of historic Ulster that remain part of the United Kingdom. The focus of this course will be on the "Troubles," 1968-present, with special attention given to the 1998 Good Friday Agreement. There will also be a brief survey of the major political, economic, religious, cultural and social developments in Ireland from the early 1600s to the late 1800s.

Robert K. O'Neill

PO 423 Comparative Empires (Spring: 3)

This course explores empires as historical realities, conceptual categories, and analytical devices. We will investigate four continuous empires (Rome, Ottoman, Habsburg, Russian/Soviet) and one discontinuous (British) to establish a theory of imperial construction, decay and collapse. The role of state-seeking nationalisms in the breakup of empire will be debated, and the possibility of imperial revival in an age of globalization will be probed.

Kathleen Bailey

PO 424 Reform, Revolution, and the Communist Collapse (Fall: 3)

The class examines the collapse of communist regimes in Eastern Europe and the former Soviet Union. The focus is on the reform strategies of political leaders and the opposition movements of nationalists, workers and students. Cases include the Prague Spring, Poland's Solidarity, Fall of the Berlin Wall, Gorbachev's Perestroika, and the Rise of Boris Yeltsin and Independent Russia.

Gerald Easter

PO 428 Protest Politics in Latin America (Fall: 3)

Satisfies Cultural Diversity Core Requirement

This course explores the origins, evolution, and impact of diverse social movements in contemporary Latin America, focusing on the relationship between protest politics, political democracy, and the expansion and redefinition of the rights of citizenship.

Jennie Purnell

PO 432 Postcommunist Transitions (Fall: 3)

This course examines political and economic change in Russia from Gorbachev to the present. After reviewing the main institutions of the Soviet system and theories of its collapse, the course turns to specific reforms and the social impact of rapid systemic change. Topics include "shock therapy," nationalism, crime and corruption, and the effect of change on workers, women, and other social groups.

Paul Christensen

PO 500 Introduction to International Studies (Spring: 3)

Cross listed with IN 500

This course is open to undergraduates who have not yet taken PO 501 or PO 507.

See course description in the International Studies Department.

Donald Hafner

PO 503 Chinese Foreign Policy (Fall: 3)

The rise of China will shape the twenty-first century. It presents the United States, and indeed the world, with challenges in areas of security, business, and ideology. To understand these and how they have changed over time, this course will examine the origins and conduct of Chinese foreign policy. The course is structured chronologically, but emphasizes the post-1978 reform period. Chinese foreign policy in every sphere—military, political, and economic—will be studied through attention to ideational, systemic, and domestic causes.

Christopher Twomey

PO 504 International Politics of Europe (Fall: 3)

This course examines international politics among the European states since 1945, focusing particularly on the rise of Europe as a major international actor, the European efforts at multi-national integration, and the problems of building a new and wider European community following the demise of the Soviet Union.

Donald L. Hafner

PO 506 UN and International Security (Fall: 3)

This course begins with an overview of the origins of the United Nations, and its key legal, institutional, and political structures. We then turn to the UN's role in Collective Security and the promotion of Arms Control and Disarmament; to UN peacekeeping, as it was practiced during the Cold War, and as it has evolved in recent years; and finally to UN activities that go beyond treating the symptoms of conflict, and aim instead to promote root causes of international peace and security, such as democracy and human rights.

Timothy Crawford

PO 507 The International Political System (Fall: 3)

Closed to students who have taken PO 081 or PO 500

Scholars of international politics ask big questions: What causes war? Is the state relevant? Do international laws, norms, and institutions influence outcomes? When do national ideologies shape preferences? Can international trade ensure the peace? Is anarchy immutable? Are misperceptions common in international relations? In answering these questions, scholars gravitate to different methodologies: Realism, liberalism, Marxism, constructivism, post-structuralism, etc. To understand what scholars have learned about the big questions of the past and create a toolkit to answer those of the future, this course will survey both sets of topics.

Christopher Twomey

PO 510 Globalization (Fall: 3)

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMP, World Bank, WTO) and economic integration, and the effects of globalization on state sovereignty, social cohesion, and cultural diversity and autonomy.

Paul Christensen

PO 512 The Causes of War (Fall: 3)

In the first two-thirds of the course we will survey the major strands of theory concerning the causes war, and apply them to the First World War—a monumental human disaster for Europe, and a pivotal event in world politics, and therefore a very important case. The last one-third of the class will focus on contemporary problems of war and peace (e.g., civil wars, ethnic conflict, proliferation of weapons of mass destruction, and terrorism) using theoretical approaches introduced earlier, as well as new ones.

Timothy Crawford

PO 515 U.S.-Latin American Relations (Fall: 3)

This course explores the relationship between the United States and Latin America before, during, and after the Cold War. Topics to be considered include anti-communism and Cold War politics, Mexican migration to the United States, drug trafficking, and transnational human rights and environmental movements. The course is intended primarily for Political Science majors who have completed PO 041 and 042, Latin American Studies minors, and others with a strong interest in Latin America.

Jennie Purnell

PO 516 American Foreign Policy (Spring: 3)

This course examines the distinctive ways in which the American public and policy-makers have understood and applied

principles of international politics in American foreign policy. Although the course surveys the decades since 1945 for the lessons they provide, the main focus is on analysis of current and anticipated international challenges confronting the United States, in such realms as military security, international economics, and human rights. The course examines both the international and the domestic political factors that shape American foreign policy.

Donald L. Hafner

PO 522 International Institutions (Spring: 3)

This course explores the structures, processes, and impacts of international institutions within the larger context of world politics. The course will first review the contending theoretical perspectives regarding the effect(s) that international institutions have on both interstate relations and political-economic discourse within states. The course will then examine a number of international institutions that are active in a diverse group of issue areas (e.g., security, political-economic, humanitarian, and environment) on both the global and regional levels.

David Deese

PO 523 Intelligence and International Security (Spring: 3)

This course examines the role of intelligence in international security. It provides an overview of the conceptual foundations of intelligence studies and the traditional dimensions of intelligence activity (clandestine collection, analysis, counterintelligence, and covert action). We will then examine classic cases of intelligence success and failure, in times of war and peace. Finally, we will explore intelligence's role in today's most important international security challenges: WMD proliferation; the war on terrorism; peacekeeping and humanitarian intervention; and War Crimes prosecutions.

Timothy Crawford

PO 524 Russia, Eurasia, and the World (Spring: 3)

This course focuses on the regional politics of the former Soviet space, the role of the former Soviet states in international politics, and the foreign policies of the major successor state, Russia, within the Eurasian region and beyond. The course then examines a number of important regional/international political and economic issues: the oil politics of the Caspian basin; interethnic conflict in the Caucasus and Central Asia, the role of Islam in Eurasia; the expansion of NATO and the EU into the former Soviet space the drug trade and organized crime in the region, and the regional effects of globalization.

Paul Christensen

PO 525 Politics and International Economic Relations (Fall: 3)

This course examines the contending theoretical approaches to the politics of international economic relations through the issue of "globalization." Emphasizing the period since World War II, it analyzes the primary political questions and international institutions associated with trade, money and finance, multinational corporations, and development. It concludes with the perennial challenge of leadership and change in international political economy.

David A. Deese

PO 538 Causes of International Peace and War (Spring: 3)

This course examines the fundamental relationship between politics and decisions to pursue international war or peace. It emphasizes developing states and regions in the post-World War II period, and includes key case studies. It analyzes not only the traditional causes of war and peace but also the effects of globalization, transnational networks, the increasing frequency of domestic conflicts and civil war, and even the disintegration of the state.

David Deese

PO 603 Justice Today (Fall: 3)

This course will deal with disputes over theories of justice among contemporary political theorists. It will cover disagreements among liberals, communitarians, feminists, and post-modernists.

Christopher Kelly

PO 625 Politics and Literature (Spring: 3)

Great authors frequently address in their works questions of enduring political importance, such as: What is justice? What is virtue? What is the role of the family in political society? Moreover, by addressing these questions in concrete settings, they often illuminate issues which otherwise may seem abstract. This course will use works by authors such as Homer, Euripides, Aristophanes, Shakespeare and Jane Austen, in conjunction with works of political philosophy, to gain a deeper understanding of the permanent political questions which these authors examined and which still face us today.

Amy Nendza

PO 631 Ethics and Politics (Spring: 3)

This course is a study of ambition and its relation to justice and love. Readings will be drawn from classic texts, perhaps including Plato's accounts of Alcibiades, Xenophon's account of the tyrant Hiero, certain of *Plutarch's Lives*, Shakespeare's *Antony and Cleopatra*, certain of Bacon's *Essays and Images*, and Robert Penn Warren's *All the King's Men*.

Robert K. Faulkner

PO 632 Politics and Satire (Spring: 3)

This course will read several novels from the eighteenth century that combine political philosophy and satire of existing institutions.

Christopher Kelly

PO 638 Islamic Political Philosophy (Spring: 3)

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and similar questions by focusing on two particularly fertile periods of Islamic thought—the encounter of Islam with Greek philosophy in the classical period and its encounter with modern secular west in late modernity.

Nasser Behnegar

PO 645 Kant: Morality and Liberalism (Fall: 3)

A study of the political philosophy of Kant and its bearing on American political thought and practice. Part of the course will be devoted to various recent attempts to reconceive and/or revive American liberalism along Kantian lines.

Susan Shell

Undergraduate and Graduate Course Offerings

Prerequisite: Junior standing or higher

PO 351 Seminar: Religion and Politics (Fall: 3)

This course serves as an introduction to the relationship between religion and politics in the United States. We will examine such topics as the rise of conservative Christianity, the changing nature of American Catholicism, the relationship between faith and party identification, and legislative and judicial responses to the role of religion in the public square.

Alan Wolfe

PO 560 Seminar: Security Studies (Spring: 3)

This seminar covers the major concepts and theories in security studies, and focuses upon key areas of study in the field. Topics include: the concept of security and grand strategy; the security dilemma and spiral model; alliance politics and collective security; arms races and arms control; the uses of force; engagement and con-

tainment strategies; military intervention in civil wars; WMD proliferation and terrorism. In addition to reviewing key theoretical works in the field, we will examine important empirical cases, including origins of World War II, the course and conduct of the Cold War, and recent crises in international security.

Tim Crawford

PO 562 Seminar: East Asia Security (Spring: 3)

East Asia contains four great powers, three+ nuclear powers, two countries still divided since World War II, and several of the most dynamic economies on the globe. This course considers the prospects for war and peace in this complex constellation of powers. Will the US and China become rivals? What are the prospects for stability on the Korean Peninsula? Will Japan become a normal nation? How will 9/11 influence the region? Students should have some background in international relations so that theory can be used to answer these questions.

Christopher Twomey

Graduate Course Offerings

PO 703 Current Constitutional Issues (Spring: 3)

Open to undergraduate students with permission of instructor.

David R. Manwaring

PO 706 The American Founding (Spring: 3)

Open to undergraduates with permission of the instructor.

This seminar will examine the political debates associated with the American Founding. We will read some of the more important pre-Founding texts; examine the debate between and among the Federalists and Anti-Federalists; and study some of the immediate post-Founding discussions over such contested matters as the following: the nature of the Union, the powers of states, the status of slavery, the role of political parties, and the appropriate way to understand the presidency, the Congress, and the federal courts.

Dennis Hale

PO 713 Approaches to the Study of American Politics (Fall: 3)

Open to undergraduate students with permission of the instructors.

This seminar is designed to provide graduate students with a general survey of the field of American government and politics and to introduce them to competing approaches to the study of American politics. Topics include American public opinion and participation; voting, elections, and party systems; interest groups; Congress; the presidency; bureaucracy; the judiciary; federalism; civil rights, the welfare state, and environmental regulation. Required for all graduate students who have chosen American politics as a major or minor field.

Shep Melnick

PO 719 Introduction to Political Science Research (Fall: 3)

Open to undergraduates with permission of the instructor.

This course will introduce the basics of social science research to graduate students. We will begin by considering the role of theory, concepts and hypotheses in political science. We will then consider hypothesis-testing, specifically research design and the various threats to the validity of scientific inferences. We will critique articles that use both quantitative (large N) and qualitative (small N) methods.

Jennifer A. Steen

PO 750 Race and Ethnicity in the Administrative State (Fall: 3)

Open to undergraduates with permission of the instructor.

This course is an inquiry into race and ethnicity in the American regime. To what extent are racial and ethnic groups products of nature or of convention? What is the relative importance of social and cultural forces, on the one hand, and political institutions, on the other?

How are group competition and conflict to be understood? How do racial and ethnic groups compare to other group actors in American politics. The history of ethnic and race relations will be considered, with particular attention to the contemporary administrative state and its implementation of race conscious policies.

Peter Skerry

PO 799 Reading and Research (Fall/Spring: 3)

By arrangement

This course is a directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

The Department

PO 801 Thesis Seminar (Fall/Spring: 3)

This course is a research course under the guidance of a faculty member for those writing a Master's Thesis.

Kay Schlozman

PO 803 Comparative Politics Graduate Field Seminar (Fall: 3)

Open to undergraduates with permission of the instructor.

This seminar aims at training graduate students in asking and answering the broadest and deepest questions of comparative politics, which seeks to understand similarities and differences in political culture and political institutions, with differing individualist and sociological emphases in methodology.

Kenji Hayao

PO 805 Comparative Politics of Democratization (Spring: 3)

Open to undergraduates with permission of the instructor.

This course provides an introduction to some of the major debates about democracy and democratization in the field of comparative politics. The first half of the course focuses on theoretical approaches to the creation and consolidation of democratic political regimes. The second half turns to empirical analysis, through an examination of the cases of Spain, Chile, and South Africa.

Jennie Purnell

PO 861 Limits and Promise of Cooperation in World Politics (Fall: 3)

Open to undergraduates with permission of instructor.

This graduate seminar probes the nature and limits of cooperation in world politics. It begins by examining the fundamentals of power, conflict, and cooperation at international and global levels. It focuses on the sources, evolution, and prospects for cooperation, including competing theoretical understandings. Key questions include the importance of regions and regionalism, the effects of democracies and democratization, and the role of both balancing and leadership at the global level.

David A Deese

PO 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

Kenji Hayao

PO 928 Montesquieu's Fiction (Spring: 3)

Open to undergraduates with permission of the instructor.

This course will involve a close reading of Montesquieu's *Persian Letters* and some of his shorter fiction in relation to the major themes of his political thought.

Christopher Kelly

PO 936 On Classical Philosophy (Fall: 3)

Open to undergraduates with permission of the instructor.

This course is a study based chiefly on texts of Aristotle—of the natural philosophy which, together with Socratic political philosophy, constituted classical philosophy as a whole.

Christopher Bruell

PO 962 Kant (Fall: 3)

Open to undergraduates with permission of the instructor.

A careful reading of one or more of Kant's seminal texts.

Susan Shell

PO 974 Political Ambition (Spring: 3)

Open to undergraduates with permission of the instructor.

Readings will be Plato's *Alcibiades*, Xenophon's *Hiero*, and certain short texts of Bacon and Kant.

Robert Faulkner

PO 980 Heidegger and Plato (Spring: 3)

Open to undergraduates with permission of the instructor.

A study of a number of Heideggerean texts which cast light on platonic problems, and a consideration of the similarities and differences between the two thinkers.

Christopher Bruell

PO 997 Dissertation Seminar (Fall/Spring: 1)

Required for doctoral candidates in residence who have passed the comprehensive examination. Meetings to be arranged.

The Department

PO 998 Doctoral Comprehensive (Fall/Spring: 0)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

PO 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Psychology

Faculty

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Lisa Feldman Barrett, *Professor*; B.Sc., University of Toronto; Ph.D., University of Waterloo

Hiram H. Brownell, *Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Randolph Easton, *Professor*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Peter Gray, *Research Professor*; A.B., Columbia University; Ph.D., Rockefeller University

G. Ramsay Liem, *Professor*; A.B., Haverford College; Ph.D., University of Rochester

Michael Numan, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

James A. Russell, *Professor*; B.A., M.A., Ph.D., University of California, Los Angeles

Diane Scott-Jones, *Professor*; B.S., M.S., Appalachian State University; Ph.D., University of North Carolina, Chapel Hill

M. Jeanne Sholl, *Professor*; B.S., Bucknell University; M.S., Idaho State University; A.M., Ph.D., Johns Hopkins University

Michael Smyer, *Professor and Dean of the Graduate School of Arts and Sciences*; B.A., Yale; Ph.D., Duke University

Ellen Winner, *Professor*; Ph.D., Harvard University

Norman H. Berkowitz, *Associate Professor*; A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Michael Moore, *Associate Professor*; Chairperson of the Department; A.B., A.M., Ph.D., Harvard University

Gilda A. Morelli, *Associate Professor*; B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

Stephen Heinrichs, *Assistant Professor*; B.A., University of California, Berkeley; M.A., Ph.D., University of California, San Diego

Linda R. Tropp, *Assistant Professor*; B.A., Wellesley College; M.Sc., Ph.D., University of California, Santa Cruz

Departmental Notes

- Administrative Secretary: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
- Staff Assistant: Cheryl Dick, 617-552-4100, cheryl.dick@bc.edu
- Department Secretary: Kathleen Flanagan, 617-552-4100, kathleen.flanagan.2@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/cas/psych/psych.html

Undergraduate Program Description

The undergraduate program in Psychology is designed to meet the needs of three classes of students: (1) those who wish a sound background in the study of the biological, social, and cultural foundations of behavior; (2) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of doing graduate study in the field; and (3) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

Requirements for Psychology Majors

Students must take a minimum of ten courses in the Department, including the following required courses:

- Introduction to Psychology I and II (PS 110 and PS 111) should be taken as soon as possible after entering the major.
- Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) should be taken in the sophomore year, when possible.
- At least three 200-level courses, which must include at least one course each from three of the following four clusters:
 - Biological (PS 284, PS 285, PS 287)
 - Cognitive (PS 271, PS 272, or PS 274)
 - Developmental and Clinical (PS 260 or PS 264)
 - Social, Personality, and Cultural (PS 241, PS 242, PS 254)
- Three additional courses in psychology, at least two of which must be at the 300-level or higher.

In addition, Psychology majors must take the following corequisites outside the Department: two courses in mathematics (MT 004-005, MT 020, MT 100-101, or any two MT courses above MT 100-101 with the permission of the Department). Students may substitute Computers in Management (MC 021 or MC074) for one of the two required mathematics courses. A.P. Mathematics, which has been accepted for credit by Boston College, will satisfy one semester of the Psychology major's two-semester mathematics corequisite.

A score of four or five on the A.P. Psychology examination can be substituted for PS 111 Introductory Psychology II, but students substituting an A.P. exam score for PS 111 are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology.

The Senior Thesis

Students may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor. Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal. Seniors who are engaged in writing a thesis may enroll in PS 490 and/or PS 491 Senior Thesis in either or both semesters. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) before their senior year.

The Biopsychology Concentration

The Biopsychology concentration within the Psychology major allows students to engage in course work and research that will provide them with a strong understanding of the biological bases of behavior and mental function. Courses are selected from the Psychology, Biology, and Chemistry Departments that are related to the following: evolution and genetics of behavior; neural, neurochemical, and physiological control of behavior; the biology of behavioral development; and molecular neurobiology of behavior. The concentration is meant for students who plan to enter a graduate program in the neurosciences or a related area of biopsychology, but it will also be valuable to premedical students or those interested in the health-related professions. Students who are interested in the Biopsychology Concentration are urged to contact one of the concentration's faculty advisors as early as possible.

Faculty Advisors: Michael Numan and Stephen Heinrichs

The Honors Program

The purpose of the Psychology Honors Program is to provide a challenging course of study for Psychology majors with a distinguished academic record, a desire and commitment to devote a substantial amount of time in their senior year to research, and an interest in pursuing post-baccalaureate study in Psychology or related fields.

Students who are eligible to participate in the Psychology Honors Program receive a letter from the Honors Program Director at the beginning of their junior year. This invitation is sent to students who, by the end of their sophomore year, have a GPA of at least a 3.5 in Psychology and overall. If they are interested in participating in this program, students need to identify a Psychology faculty member who is willing to supervise them in their work. Students then need to complete a preliminary application by November 1 of their junior year.

On this application, they need to indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

During the second semester of their junior year, students participate in a one-credit seminar intended to help them prepare their Honors Thesis Proposal. They may also choose to sign up for an Independent Study course with their advisor to continue their work on their thesis proposal (alternatively, they may consult with their advisor during this semester about their thesis work without enrolling in an Independent Study course). In most cases, the thesis involves original empirical or archival research, although theoretical studies may be permitted in exceptional instances. In the case of laboratory studies, the proposed design may be part of an ongoing project in the

advisor's program of research; data collection and analysis should be completed by the student. The proposal for the research should be developed by the student with the help of his/her advisor.

By May 1 of their junior year, students need to submit a completed proposal, together with a letter of support from their advisor and a copy of their transcript, to the Honors Program Director. At this point, their proposal is reviewed by at least two faculty members and a decision is made as to whether to formally admit the student as a candidate in the Honors Program for their senior year. The decision to admit students as candidates in the Honors Program is based on: (1) whether the plan for research meets the important objective of providing the student with an opportunity for individually conceptualized and/or independent work, and (2) whether the advisor agrees to continue working with the student on the research. Once this decision is made, a second reader for the Honors Thesis is chosen (with input from the advisor and the student). The student begins the process of executing the research plan, analyzing the data, and writing the thesis.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PS 495-6 Senior Honors Thesis I and II. In addition, students in the Honors Program are required to take one additional upper-level course (500-level or above). One semester of the Senior Honors Thesis course (PS 495) may count toward the Department's ten-course requirement for all Psychology majors. The second semester of the Senior Honors Thesis course (PS 496), and the 500-level course, are taken in addition to the ten courses required for the major. Therefore, students in the Honors Program will have completed two courses in Psychology beyond the ten-course requirement.

A copy of the thesis, accompanied by a letter from the student's advisor that incorporates his/her evaluation of the student and the feedback from one additional reader of the completed thesis, needs to be submitted to the Department by April 15 of the senior year. A presentation of the student's honors thesis at the Psychology Honors Conference in May of the senior year will provide all students in the Honors Program the opportunity to share their work with members of the Psychology Department.

Those students who fulfill all of the Honors Program course requirements, maintain their 3.5 GPA in Psychology and overall at the time of graduation, and successfully complete the final written thesis, will be deemed to have completed the Psychology Honors Program successfully.

For further information, contact the Director of the Honors Program in the Psychology Department.

Information for Study Abroad

Departmental decisions about international study are made on a student-by-student basis. Psychology majors should arrange an appointment with their advisor for permission to study abroad. Psychology majors should meet with the Assistant Chairperson for permission to apply courses taken abroad towards meeting major requirements. Approval must be obtained before the start of the study abroad program.

Dual B.A./M.S.W. Program in Psychology and Social Work

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School

of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year.

Faculty Advisor (Psychology): Michael Moore

Faculty Advisement

Psychology majors should seek psychology faculty advisement prior to each University registration period. Psychology faculty provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Chairperson prior to registration.

Social Science Core Requirements

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 010 and 099 (e.g., PS 011, PS 021, PS 031, and PS 045). Please note that PS 110 and PS 111 do not fulfill the Social Science Core requirement.

Psychology majors fulfill the Social Science Core requirement when they have successfully completed PS 110, PS 111, and two other psychology courses at the 200-level or above. Psychology majors fulfill one semester of the Social Science Core requirement when they have successfully completed PS 110 or PS 111 and one other psychology course at the 200-level or above.

Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none are listed, the course has no prerequisites.

Guide to Psychology Course Numbering

- **PS 000-PS 009:** Courses that *do not* satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.
- **PS 010-PS 099:** Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but *do not* provide credit toward completion of the Psychology major.
- **PS 100-PS 199:** Introductory statistics and methods courses that are required for Psychology majors.
- **PS 200-PS 299:** Introductions to various subdisciplines of psychology, serving as prerequisites to more advanced courses.
- **PS 300-PS 399:** More advanced and/or specialized courses, requiring one or more 200-level courses as prerequisites.
- **PS 400-PS 499:** Primarily Research Practica in various areas of psychology limited to Psychology majors.
- **PS 500-PS 599:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- **PS 600 and above:** Graduate-level courses.

Graduate Program Description

The Psychology Department at Boston College offers doctoral training in five areas of concentration:

Behavioral Neuroscience

Faculty and students in the Behavioral Neuroscience concentration study the neural basis of behavior. One aspect of this research involves defining neural circuits underlying behavior in terms of their connectivity, neurochemical makeup, and functional role. Complementary interests deal with the effects of experience and endocrine factors on the neural substrates of behavior. Areas of study include neural and endocrine regulation of parental behavior in rodents and the impact of stress and anxiety on measures of drug seeking, information processing, and appetite control. A wide range of techniques is used to analyze these problems, including immunocytochemistry; neural tract-tracing; radiotelemetry; psychopharmacology; computerized image analysis of

brain systems; video-tracking and phenotyping of genetic mutant mice. Students in the Behavioral Neuroscience concentration may wish to take certain courses offered in the Biology Department.

Affiliated Faculty: Stephen Heinrichs and Michael Numan

Cognition and Perception

Faculty and students in the Cognition and Perception concentration are studying mental processes and structures, their breakdown, and their application to a variety of common human settings and problems. Areas of study include spatial representation; relations among the perceptual systems; sensory substitution in the visually handicapped; imagery; memory; classification; attentional changes in aging and as a result of Alzheimer's disease as measured by EEG, EOG, heart rate, and muscle potentials; psychophysiology of stress; and the breakdown of language and communication skills and inferential abilities under conditions of brain damage.

Affiliated Faculty: Hiram Brownell, Randolph Easton, M. Jeanne Sholl, and Joseph Tecce

Cultural Psychology

Faculty and students in the Cultural Psychology concentration are studying the sociocultural foundations of mental processes and behavior, at both the individual and group levels. Areas of study include cross-cultural studies of parenting and child development; cultural construction of the self and emotions; conceptions of mental illness and health in different cultures; the impact of war on children; human rights as a mental health issue; social-psychological dynamics of social change and conflict; and ethnic identity and political culture. These topics are pursued cross-culturally or as they apply to subcultures within the United States. Given the emphasis on the relationship between the individual and the sociocultural context, interdisciplinary research, involving such fields as anthropology, sociology, and history, is highly valued.

Affiliated Faculty: Ali Banuazizi, Ramsay Liem, and Diane Scott-Jones

Developmental Psychology

Faculty and students in the Developmental Psychology concentration are studying social, emotional, and cognitive development, and developmental processes as they are affected by the familial and socio-cultural context. Areas of study include attachment in normal and atypical populations; the emergence of self-knowledge and self-esteem; the role of the culture in skill development; the influence of caregiving on sibling and peer relationships; the role of play in the development of interests and cognitive abilities; individual learning styles in a variety of educational settings; the development of artistic abilities in normal and gifted populations; and the acquisition of a theory of mind and the relationship between theory of mind and communication skills. Children from both Western and non-Western communities are studied. In addition to the resources in the department, students can also take advantage of the courses and faculty in the Lynch School of Education.

Affiliated Faculty: Michael Moore, Karen Rosen, Diane Scott-Jones, and Ellen Winner

Social and Personality Psychology

Faculty and students in the Social and Personality Psychology concentration are exploring social psychological processes at several levels, ranging from the individual and interpersonal to the group, intergroup, and organizational levels. Areas of investigation include the study of emotion; how nonverbal behavior and discourse processes reflect and affect social encounters; what conditions foster interpersonal conflict and its resolution; how the exercise of power in its various forms influences social relationships; how people negotiate equity in intimate relationships; the processes by which social

cognitions come to be shared; how social categories, such as gender and ethnicity, frame and constrain social behavior; and what factors affect changes in self schemas and self esteem. Research strategies encompass the gamut of experimental and field methodologies.

Affiliated Faculty: Lisa Feldman Barrett, Norman Berkowitz, Donnah Canavan, James A. Russell, and Linda Tropp

Completion of the doctoral program typically requires four to five years of training and requires that students devote 100 percent of their time and effort to their graduate studies. Also, graduate students are typically expected to spend their summers working on research. Students are admitted whose interests fall within or bridge one or more of the five main concentrations of the Program. In addition, students must have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. The Program accepts both students who wish to pursue academic careers and those who seek employment in non-academic settings. Recent graduates are working in academic settings, human services, industry, and governmental agencies.

Because of the Program's emphasis on tutorial relations to the faculty, a principal criterion for admission is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor. After initial consultation with the advisor, two other faculty members are added to form the student's advisory committee. The committee designs a specific program of studies, including coursework within and outside the Psychology Department, research apprenticeships, fieldwork, and, most important, independent research. While the content of each student's work is different, there are certain elements common to the work of all students in the Program.

Details about the requirements for completing the Ph.D. program can be found in the Graduate Handbook on the Psychology Department website at <http://www.bc.edu/schools/cas/psych/>.

For application materials or further information, direct inquiries to the Graduate School of Arts and Sciences Admission Office, Boston College, McGuinn Hall 221, Chestnut Hill, MA 02467

Application materials may also be obtained through our website <http://www.bc.edu/schools/cas/psych/>. Applicants should submit:

- application forms A1 and A2
- official transcripts
- GRE and Psychology subject scores
- Three letters of recommendation
- Statement of research interests

Applications are accepted for fall term admissions only. The deadline for applications is January 2.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

PS 005 Application of Learning Theory (Fall/Spring: 3)

Prerequisite: Consent of Learning to Learn Program

This course does not satisfy the Social Science Core requirement and does not provide credit toward completion of the Psychology major.

The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theoretical readings. Because of federal funding restrictions, course enrollment is limited to students who meet federal guidelines for the program.

Daniel Bunch

Dacia Gentilella

Rossana Contreras

PS 009 Apprenticeship in Teaching (Fall/Spring: 3)

Peter O. Gray

PS 021 Psychology of Art and Creativity (Fall: 3)

This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology Major.

This course examines how five major fields of psychology have approached the study of art and creativity: clinical/personality psychology, social psychology, neuropsychology, cognitive psychology, and developmental psychology. Thus, this course provides an overview of different areas of psychology as well as an examination of how each of these areas has studied art and creativity.

Ellen Winner

PS 045 Fundamentals of Humanistic Psychology (Fall: 3)

This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology Major.

This course provides an overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, and Robert Assagioli.

The Department

PS 110 Introductory Psychology I (Fall/Spring: 3)

This course does not satisfy the Social Science Core.

This is one of a two-course introductory sequence required for Psychology majors. The course is concerned with the biological (genetic, evolutionary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought.

The Department

PS 111 Introductory Psychology II (Fall/Spring: 3)

This course does not satisfy the Social Science Core.

This is the second of a two-course introductory sequence required for Psychology majors. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.

The Department

PS 120 Introduction to Behavioral Statistics and Research I (Fall: 3)

This course is the first in a two-semester sequence surveying research methodologies and statistical procedures used in psychological research. The course will integrate common methodologies with appropriate statistical tests so that students will learn both how to use statistics in an applied context and how to do methodologically sound research. In this course students will be introduced to topics such as self-report, observational, and survey methodologies; psychological measurement and test construction; descriptive statistics; probability; and correlation and regression.

The Department

PS 121 Introduction to Behavioral Statistics and Research II (Spring: 3)

Prerequisite: PS 120

This course is organized similarly to PS 120, but with a focus on inferential statistics and experimental design. Students will be introduced to research methodologies used in experimental psychology and to inferential statistics, including topics such as probability, hypothesis testing, theoretical sampling distributions, and experimental and quasi-experimental design.

The Department

PS 125 Introduction to Feminisms (Fall/Spring: 3)
Cross listed with EN 125/HS 148/SC 225

See course description in the History Department.

Ellen G. Friedman

PS 206 Independent Study (Fall/Spring: 3)

This course offers students the opportunity to study a topic of personal interest, working independently under the supervision of a faculty member of his/her choice within the Department. The instructor, working with the student, decides on the nature of readings and related activities involved as well as the precise form of scholarly work required.

The Department

PS 241 Social Psychology (Spring: 3)

Prerequisite: PS 111

This course examines how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

The Department

PS 242 Personality Theories (Fall/Spring: 3)

Prerequisite: PS 111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

Donnah Canavan

Lisa Feldman Barrett

Judy Dempewolf

PS 254 Cultural Psychology (Fall: 3)

Prerequisites: PS 111 for psychology majors; for non-majors, permission of the instructor

Satisfies Cultural Diversity Core Requirement

Formerly PS 145

Topics to be covered include: the impact of culture on perception and cognition; cultural differences in cognitive and socioemotional development; culture and the experience and expression of emotions; conceptions of the self across cultures; cross-cultural differences in gender roles; language, ethnicity, and religion as bases for social identity; and the politics of the self-other relationship in multicultural societies.

Ali Banuazizi

PS 260 Developmental Psychology (Fall/Spring: 3)

Prerequisite: PS 111

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.

Michael Moore

Gilda Morelli

Amy Tishelman

PS 264 Abnormal Psychology (Fall/Spring: 3)

Prerequisite: PS 111

This course provides an introduction to the field of abnormal psychology. Major topics include theoretical and empirical approaches to the study of psychopathology; assessment and diagnosis of abnormality; and psychological, behavioral, biological, and sociocultural characteristics of the major syndromes of psychopathology. Legal and ethical issues and current approaches to the treatment and prevention of psychological disorders will also be discussed.

Ramsay Liem

Karen Rosen

PS 271 Sensory Psychology (Fall: 3)

Prerequisite: PS 110

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics.

Randolph Easton

PS 272 Cognitive Psychology (Fall: 3)

Prerequisite: PS 110

This course introduces the scientific study of mental function from an information processing perspective, by examining how information from the environment is processed and transformed by the mind to control complex human behavior. Specific topics of discussion may vary by section, but generally include the history of cognitive psychology, cognitive neuroscience, attention and consciousness, models of knowledge representation, short-term and long-term memory systems, language, problem solving and decision making, and cognitive development.

Michael Moore

Jeanne Sholl

PS 274 Perception (Spring: 3)

Prerequisite: PS 110; PS 271 is recommended

The goal of this course is to account for the nature of our conscious perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference and Gibsonian direct detection—will be contrasted as we consider major perceptual phenomena. Topics in visual perception will be emphasized and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery.

The Department

PS 285 Behavioral Neuroscience (Fall: 3)

Prerequisites: PS 110, BI 110-112, or BI 200-202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.

Michael Numan

PS 300 Children of Color (Spring: 3)

Prerequisite: PS 260

Enrollment will be restricted to juniors, seniors and graduate students.

This class will focus on the development of children of color. We will examine children of color primarily in the United States, including African American, Asian American, Hispanic and Native American groups. We will also review available research on children of color in other countries. We will cover children's lives from conception through adolescence, with an emphasis on ethnicity and related status variables, such as socioeconomic status and gender, as important contexts for children's growth and development.

Diane Scott-Jones

PS 343 Group Dynamics (Fall/Spring: 3)

Prerequisite: PS 241

The relationship between theory and experience is emphasized in this course. Aspects of group structure and process will be identified through structured class exercises and observations of groups in natural settings. Conceptualization of structure and process will be accomplished through lecture, readings and discussion. Content will include

comparisons of individual and group performance, group goals, decision making, norms, conformity, conflict, communication, cohesiveness, and leadership.

Norman Berkowitz

PS 344 Psychology of Gender (Fall/Spring: 3)

Prerequisite: PS 241 or 254

This course involves a multi-faceted and critical look at how gender shapes identities, beliefs, and behavior. Rather than concentrating on questions of sex differences, we will explore how females and males do gender in their everyday lives. We will review competing theoretical models and scrutinize empirical findings that support and fail to support common sense ideas about gender. Topics include a number of controversial issues such as violence in intimate relationships, sexual orientation, media constructions of femininity and masculinity, ethnic/racial/cultural critiques of feminist psychology, and gender harassment.

Judy Dempewolf

PS 352 Sociocultural Contexts of Psychopathology (Spring: 3)

Prerequisite: PS 254 or PS 264

This course explores social and cultural perspectives on psychological well-being and distress, focusing on how large scale social, economic, political, and cultural practices in society influence psychological well being. Topics include the relationship between social class, race, and gender and mental health, family systems approaches to emotional disorder, culture and mental illness, (the impact of social and political conflict across generations), and human rights and mental health. The role of culture in shaping perceptions of normal and abnormal behavior and the expression of psychological distress is given special consideration.

Ramsay Liem

PS 353 Culture and Emotions (Spring: 3)

Prerequisite: Any course at 200 level as prerequisite or with permission

The course is devoted to major psychological perspectives on emotion (such as cognitive and social psychological) both historic and contemporary, with an emphasis on how culture enters into the theory. The second part of the course focuses on ethnographies and other evidence on the possible roles of culture in emotion. Specific topics to be covered include universal recognition of emotion from facial expression, role of language in emotion, feeling rules, emotion scripts, and the development of children's understanding of emotion.

James Russell

PS 354 Culture, Identity, and Asian American Experience (Spring: 3)

Prerequisite: PS 254 or permission of the instructor.

Satisfies Cultural Diversity Core Requirement

This course is a requirement for the Asian American Studies Concentration.

This course explores concepts of the self and ethnic identity as shaped by culture and history as well as individual life experience and development. It focuses on the contemporary and historical experience of Asian Americans and employs psychological, historical, and literary texts. Students are also introduced to current social issues of particular relevance to Asian American communities.

Ramsay Liem

PS 360 Clinical Psychology (Fall: 3)

Prerequisite: PS 264

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis

on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed.

Karen Rosen

PS 364 Family Violence (Spring: 3)

Prerequisite: PS 241 or PS 242

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

Amy Tishelman

PS 369 Development/Giftedness and Creativity (Spring: 3)

Prerequisite: PS 260 Developmental Psychology

This course will consider the development of children who are considered gifted. We will consider not only academic (IQ) giftedness, but artistic, musical, and athletic giftedness. Topics to be explored include: the biological basis of giftedness; the role of the family and the school in nurturing (and potentially destroying) giftedness; social and emotional dimensions of giftedness; cognitive components of giftedness, the relationship between gifted children and autistic savants; and the link between childhood giftedness and adult genius.

Ellen Winner

PS 389 Hormones and Behavior (Spring: 3)

Prerequisite: PS 285

This course discusses the relationships between hormones, brain function, and behavior. Topics include molecular mechanisms of hormone action; the endocrine stress response and its relationship to emotions and pathology; hormonal regulation of food intake and energy balance and its relationship to eating disorders; neural and hormonal basis of sexual and parental behaviors; circadian rhythms and seasonal breeding; ecological constraints on reproduction; the effects of hormones on nervous system development and behavior.

Michael Numan

PS 390 Psychology and Law (Fall/Spring: 3)

Prerequisite: Either PS 241 or PS 264

Understanding the relationship between law and psychology in the U.S. is integral to both disciplines. Both the law and psychology affect, and are affected by each other as well as other disciplines. The relationship has been and continues to be an evolutionary one. This course shall explore the law-psychology relationship through readings and cases.

Marie D. Natoli

PS 399 Scholar of the College (Fall/Spring: 6)

Ellen Winner

PS 447 Individual Differences and Social Behavior (Fall: 3)

Prerequisites: PS 111, PS 120/121, PS 241 or PS 242

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the big five. Each of these personality variables will be studied in a framework that focuses on the context of development as well as the traits and behaviors which are consequences (and correlates) of these personality variables. While the social context (of development) will be emphasized, the biological and cultural contexts will also be presented. Issues surrounding measurement and change in these variables will also be discussed.

Donnah Canavan

PS 460 Clinical Fieldwork in Psychology (Fall: 3)

Prerequisite: PS 360 or PS 363 and permission of the instructor

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison). Students' work in the field will involve at least five hours per week with a minimum of biweekly, on-site supervision.

Karen Rosen

PS 466 Current Issues in Developmental Psychology (Spring: 3)

Prerequisite: PS 260

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development. The student will be responsible for a class presentation in an area of his/her choice. Recommended for juniors and seniors.

Michael Moore

PS 490 Senior Thesis I (Fall: 3)

In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Students must obtain the consent of a faculty member to serve as thesis advisor. Students who choose to write a thesis are encouraged to take an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

The Department

PS 491 Senior Thesis II (Spring: 3)

This is a continuation of PS 490. Students writing a thesis may take only a one-semester thesis course, or they may take a two-semester sequence, PS 490 and PS 491.

The Department

PS 495 Senior Honors Thesis I (Fall: 3)

All Honors Program students write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Honors students are encouraged to take an Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. The designation "Graduated with Departmental Honors" will be granted by the Honors Program Committee upon successful completion of the Honors Program requirements and the final evaluation of the thesis.

The Department

PS 496 Senior Honors Thesis II (Spring: 3)

Continuation of PS 495.

The Department

PS 499 Honors Seminar (Spring: 3)

Hiram Brownell

Undergraduate and Graduate Course Offerings

PS 550 Advanced Topics in Cultural Psychology (Fall: 3)

Prerequisites: PS 254, PS 241, or PS 242; graduate students, permission of the instructor

Satisfies Cultural Diversity Core Requirement

This seminar reviews the major conceptual and methodological issues in the emerging field of cultural psychology. The topics include cognition, cognitive development, emotions, the self, gender roles, ethnic identity, intergroup conflict, and social change all of which will be considered in relationship to different Western and non-Western cultural contexts. In the case of each topic, the extent

to which psychological processes, at both individual and collective levels, develop and are influenced by specific sociocultural environments will be a principal focus of analysis.

Ali Banuazizi

PS 560 Advanced Topics in Developmental Psychology (Fall: 3)

Prerequisites: PS 260; graduate students, permission of the instructor

This seminar explores major theories and issues in developmental psychology, with an emphasis on cognitive development. The course examines Piagetian, Neo-Piagetian, information-processing, Vygotskian, and nativist theories, and considers some of their educational implications.

Ellen Winner

PS 561 Seminar in Social and Emotional Development (Spring: 3)

Prerequisite: PS 260

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy and prosocial behavior, and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce and single parenthood will be discussed. We will consider the social context within which children live and grow and explore the role of mothers and fathers, siblings, peers, and schools in the developmental process.

Karen Rosen

PS 565 Human Development and Social Policy (Spring: 3)

Prerequisite: PS 254 or 260

Enrollment will be restricted to juniors, seniors and graduate students.

This course is an exploration of selected topics that have both a human development and a social policy component. We will begin with a general discussion of the interrelationships between social policy and theories and research in human development. We will then cover six major areas: family structure, education and the structure of schools, mass media, computer technologies, reproductive technologies, and eating and nutrition.

Diane Scott-Jones

PS 568 Seminar in Health Psychology (Fall: 3)

Prerequisite: PS 367

The roles of psychological and biological factors in the cause, treatment, and prevention of biomedical disorders are discussed in the context of clinical and basic research. Specific disorders that are covered include alcoholism, smoking, obesity, anorexia, AIDS, ulcers, heart disease, and cancer.

Joseph Tecce

PS 570 Advanced Topics in Cognitive Neuroscience (Spring: 3)

Prerequisite: PS 272 or PS 274 or PS 285

In this seminar, information processing, evolutionary, and neuroscientific perspectives are applied to the study of the human mind. Following an introduction to major theoretical approaches to the study of mind, topics related to the mind/brain systems underlying of visual-spatial perception, learning and memory, language, consciousness, and intelligence will be explored.

Jeanne Sholl

PS 590 History and Theories of Psychology (Spring: 3)

Prerequisites: For undergraduates, at least one 300-level course in Psychology; graduate students, permission of the instructor

Formerly PS 334/PS 621

This course offers a survey of the philosophical roots and the development of psychological thought from the Grecian and Medieval periods to the present. Topics will include: classical doctrines of human nature in early Greek philosophy; emergence of sci-

ence in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory; review of major developments including Darwin's evolutionary theory in the nineteenth century; the emergence of psychology as an independent discipline in Germany and the United States; and the rise and demise of the major schools in psychology—Structuralism, Functionalism, Gestalt, Behaviorism, and Psychoanalysis.

Ali Banuazizi

PS 600 Introduction to Social Work (Fall/Spring: 3)

Cross listed with SC 378/SW 600

The Department

Graduate Course Offerings

PS 606 Experimental Design and Statistics (Fall: 3)

Prerequisite: An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques that assess the main and interactive effects of multiple independent variables on single dependent variables will be emphasized.

Randolph D. Easton

PS 625 Graduate Independent Study (Fall/Spring: 3)

Norman H. Berkowitz

PS 640 Research Workshop in Social Psychology I (Fall: 3)

Graduate students and faculty in the field of Social Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

Norman Berkowitz

Donnah Canavan

PS 641 Research Workshop in Social Psychology II (Spring: 3)

Continuation of PS 640.

Norman Berkowitz

Donnah Canavan

PS 646-647 Research Workshop in Emotion, Gender, and the Self I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Social Psychology who have a special interest in emotion, gender, and self discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

Lisa Feldman Barrett

PS 654-655 Research Workshop in Cultural Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Cultural Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

Ali Banuazizi

Ramsay Liem

Gilda Morelli

PS 657-658 Emotion Proseminar (Fall/Spring: 3)

This year-long, team-taught proseminar will examine emotion theory and research in depth. It will introduce students to the study of emotion as seen from the various subdisciplines of psychology, including behavioral and cognitive neuroscience, psychophysiology, cognitive science, developmental, social, and cultural psychology. Anyone wishing to enroll should contact Prof. Russell prior to the first class meeting.

Lisa Feldman Barrett

Stephen Heinrichs

James Russell

PS 660-661 Research Workshop in Developmental Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

Gilda Morelli

Karen Rosen

Ellen Winner

PS 672-673 Research Workshop in Cognition and Perception I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Cognition and Perception discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

Hiram Brownell

Randolph Easton

Jeanne Sholl

PS 686-687 Research Workshop in Biological Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Biological Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

Michael Numan

PS 691-692 Professional Development Workshop I and II (Fall/Spring: 1)

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

Lisa Feldman Barrett

Ellen Winner

PS 721 Human Behavior and the Social Environment (Fall: 3)

Cross listed with SW 721

See course description in the Graduate School of Social Work.

The Department

PS 998 Doctoral Comprehensive (Fall/Spring: 0)

For students who have not yet been admitted into Doctoral Candidacy but who prefer not to assume the status of a non-matriculating student for the one of two semesters used for completion of requirements prior to admission into Doctoral Candidacy.

The Department

PS 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted into Doctoral Candidacy must register and pay the fee for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week on the dissertation.

The Department

Institute of Religious Education and Pastoral Ministry (IREPM)

Faculty

Thomas Groome, *Professor of Theology and Religious Education and Director of IREPM*; B.A. equiv, M.Div. equiv., St. Patrick's Seminary, Ireland; A.M., Fordham University; Ed.D., Union Theological Seminary, Columbia University

Sandra Hurley, *Associate Director for Administration*; B.A., M.A., Boston College

Jane Regan, *Associate Professor of Theology and Religious Education*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

Thomas Beaudoin, *Visiting Assistant Professor of Theology and Religious Education*; B.A., University of Missouri; M.Th., Harvard Divinity School; Ph.D., Boston College

John Shea, *Visiting Associate Professor in Pastoral Psychology*; B.A., Villanova University; M.A., Augustinian College; M.A., Catholic University of America; M.P.S., Institute of Pastoral Studies; M.S.W., Fordham University; Ph.D., University of Ottawa

Colleen M. Griffith, *Faculty Director of Spirituality Studies and Adjunct Assistant Professor*; B.A., St. Joseph College; Th.D., Harvard University

Jean Remillard, *Assistant Director of Continuing Education*; B.A., Bridgewater State College; M.A., Boston College

John Konicek, S.J., *Assistant Director of Liturgical, Spiritual and Community Life*; B.S., Southern Methodist University; M.Div., S.T.L., Jesuit School of Theology at Berkeley

Departmental Notes

- Student and Academic Services Specialist: Donna DeRosa, 617-552-8441, derosado@bc.edu
- Administrative Assistant: Kirsten Grimes, 617-552-8443, grimesk@bc.edu
- Staff Assistant: Maureen Lamb, 617-552-8057, lambmb@bc.edu
- Student Services Representative: Mary Magennis, 617-552-8440, magenim@bc.edu
- World Wide Web: <http://www.bc.edu/irepm>.

Graduate Program Description

The Institute of Religious Education and Pastoral Ministry (IREPM) at Boston College is one of the largest graduate facilities in North America that is dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The IREPM offers the combined resources of the Theology Department, the Lynch School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area that form the Boston Theological Institute. The programs of the IREPM are designed for the integration of theological reflection, personal experience, and practical ministerial skills. The IREPM offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Religion and Education (Ph.D.) and several dual degrees and certificates described as follows. For full guidelines for each program, contact the IREPM.

Master of Education in Religious Education (M.Ed.)

A broadly defined core curriculum enables the student to integrate theological, biblical, and ethical studies with the perspectives and insights of contemporary educational theory and practice and the social sciences. This integration takes place in dialogue with the student's own developing faith life and with the challenges of religious education today. The M.Ed. in Religious Education normally requires 38 credit hours of course work for academic year students and 30 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with deficiencies in their academic backgrounds may be required to complete course-work in excess of these minimum requirements.

The M.Ed. is granted by the Lynch School of Education.

Master of Arts in Pastoral Ministry (M.A.)

A core set of theology and scripture courses is integrated with courses focused on various facets of pastoral ministry, a supervised field placement, and an integrative colloquium. Students can choose to pursue the degree with or without a concentration. Those who do not declare a concentration strive to develop a general understanding of the arts of ministry. Those who declare a concentration choose an area of special interest from among the following:

- Church Leadership
- Hispanic Ministry
- Liturgy and Worship
- Pastoral Care and Counseling
- Religious Education
- Social Justice/Social Ministry
- Spirituality
- Youth Ministry

For the M.A. in Pastoral Ministry, 38 credit hours are ordinarily required for academic year students and 30 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

The M.A. is granted by the Graduate School of Arts and Sciences.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.)

This program enables students to study concurrently for the M.A. degree in Pastoral Ministry and the M.S.W. degree. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full-time may expect to receive the two degrees in approximately three years (the length of time will be less if students take summer courses in Pastoral Ministry).

Prospective students must apply to and be accepted by both the Institute of Religious Education and Pastoral Ministry and the Graduate School of Social Work.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Arts in Counseling Psychology (M.A.)

This program enables students to study concurrently for the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology (Mental Health Counselor track). It prepares students to seek licensing as professional mental health counselors, while also providing a foundation for integrating pastoral ministry and counseling techniques. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology degrees in approximately three years of full-time study (less if students incorporate both summer and academic-year courses).

Prospective students must apply to and be accepted by both the Institute of Religious Education and Pastoral Ministry and the Lynch School of Education. Contact each department for applications and further guidelines.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Education in Educational Administration (M.Ed.)

This program combines theories and practice in educational administration with studies in theology and exploration of the pastoral dimensions of educational leadership. It provides pastoral/practical and theoretical foundations for addressing the operational and strategic issues of educational leadership. Students enrolled full-time can expect to complete the two degrees in two summers and two academic years or three academic years.

Prospective students must apply to and be accepted by both the IREPM and the Lynch School of Education.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Science in Nursing (M.S.)

This program combines theories and practice in nursing with studies in theology and exploration of the pastoral dimensions of care-giving. It equips students for certification as an Advanced Practice Nurse, while also providing them with the theoretical foundations for integrating pastoral ministry and nursing. Students

admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.S. in Nursing degrees in approximately three years of full-time study or less if students incorporate both summer and academic year courses. Prospective students must apply to and be accepted by both the IREPM and the Connell School of Nursing. Contact each department for applications and further guidelines.

Certificate of Advanced Educational Specialization (C.A.E.S.)

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three years of relevant professional experience, may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

Religious education courses are required. Other minimum core requirements are determined after evaluation of each student's academic background. C.A.E.S. students prepare written and oral presentations of a synthesis project on a subject of specialized ministerial or educational concern. Credit requirements for the C.A.E.S. are the same as those ordinarily required for the M.Ed., i.e., thirty-six credit hours for academic year students and thirty credit hours for summer students.

The C.A.E.S. is granted by the Lynch School of Education.

Interdisciplinary Doctorate in Religion and Education (Ph.D.)

The IREPM coordinates the program of Doctoral Studies in Religion and Education offered by the Theology Department and the Lynch School of Education. Students with appropriate Master's degrees (e.g., in theology, religious studies, or religious education) are usually required to complete 50 hours of course work. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute of Religious Education and Pastoral Ministry. *Enrollment is highly selective.*

The Ph.D. is granted by the Graduate School of Arts and Sciences.

Certificates in Ecclesial Ministry

Collaborative Leadership Concentration

The Collaborative Leadership Concentration in Ecclesial Ministry is designed for:

- professional or experienced religious educators or ministers who seek theological updating, the development of skills for ministry, and spiritual/personal growth within a community context
- pastoral ministers or religious educators attracted to continuing education for ministry, offered through a major Catholic university and a respected institute of ministerial formation
- staffs both beginners and experienced personnel committed to collaboration and ongoing growth.

The program of studies may consist of summers only: up to three summers, or academic year, full time: September-May (plus summer if desired), or academic year, part-time: one-three years (plus summer, if desired). Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the IREPM.

Liturgy Concentration

Liturgy is at the heart of our identity as Christian communities of faith, and most people engaged in ministry must be equipped to foster the worship of life of their faith communities. The Liturgy Concentration in Ecclesial Ministry is designed for the pastoral min-

ister who wishes to deepen his/her foundations in liturgical and sacramental theology and to gain increased competency in planning and leading liturgical celebrations.

The program of studies may consist of summers only (if appropriate courses are available): up to 3 summers, or academic year, full time: September-May (plus summer if desired), or academic year, part-time: 1-3 years (plus summer if desired). Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the IREPM.

Post-Master's Certificate in the Practice of Spirituality

The Post-Master's Certificate Program in the Practice of Spirituality is a summer program designed for persons experienced in ministry with an earned master's level degree or the equivalent in a theological discipline. The program enables pastoral leaders to become spiritual mentors for persons and for Christian communities of faith. There are three tracks to complete the certificate: Ways of Prayer and Discernment, Nurturing Community and Creativity, and The Art of Spiritual Direction. The program of studies will consist of three consecutive summer residencies of two weeks each. Twelve persons will be admitted each year.

Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the IREPM.

Other Continuing Education Programs

The IREPM's Continuing Education Program presents workshops and study days on topics of interest to church ministers as well as to the general public. Persons interested in these offerings should contact the IREPM directly for further information.

Graduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

ED 830 Directed Research in Religious Education (Fall/Spring: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

*Jane E. Regan
Thomas Groome
The Department*

ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)

Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor. Limited to 10 participants.

This seminar will provide an occasion for IREPM doctoral students, and other advanced students in religious education, to study classic works in the field of religious education and to prepare proposals for their own research projects.

Thomas Groome

TH 480 Ecclesiology (Spring: 3)

This course provides a systematic introduction to the study of the Church as it has evolved over twenty centuries. Focusing upon both the idea and fact of the Church, special emphasis will be given to the Second Vatican Council and the conflicts of interpretation that have developed over it in post-Vatican II Catholic ecclesiology. Attention also will be given to the critiques and contributions of

contextual theologies (Latin American, Asian, African and feminist) as well as the present state of the ecumenical movement regarding its goals, obstacles, and promise for a united Christian Church.

Mary Hines

TH 530 Contextual Education: Supervised Ministry and Professional Development (Fall/Spring: 4)

M.A. Students

This program provides students with supervised experience in their areas of ministerial specialization. Through supervision in the field, discussion with other participants, reading and theological reflection, students will become familiar with the needs of special groups of people and will develop models of ministry that are applicable to their own situations. During the academic year, students will participate in a supervised practicum extending through the entire academic year. The practicum provides a group exploration of theological and ministerial concerns drawn from the field experience.

The Department

TH 532 The Sacred Art of Pastoral Counseling (Fall: 3)

This foundational course will address questions such as the following: What is pastoral counseling? Who is the pastoral counselor? It will explore theological underpinnings, use of psychological theory, and ethical and legal responsibilities of the pastoral counselor. Special attention will be given to cultural and systematic factors, and issues and crises often facing the pastoral counselor. This course will offer opportunities to gain practical experience in styles and techniques of pastoral counseling and to gain greater facility and familiarity in reflecting and ministering from a pastoral perspective. Students will be encouraged to consider their own strengths, gifts, limitations and vulnerabilities.

The Department

TH 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

The Department

TH 556 Popular Media Culture, Theology, and Ministry (Fall: 3)

This course enables students to begin to make Christian sense of popular media culture. We shall focus on both theological interpretation and ministerial uses of popular culture. While attention will be directed to the influential media, music and movies, diverse examples of popular media culture brought from student backgrounds are welcome.

Thomas Beaudoin

TH 593 Fostering Faith Across the Life Cycle (Fall: 3)

Cross listed with ED 673

This course examines the way in which we can support the faith life for persons of faith at each point of the life cycle. Although the development of children and youth are examined, particular focus is given to points of transition within adulthood. What does it mean to be a person of faith as we mature through early, middle, and late adulthood?

Jane E. Regan

TH 600 Leadership and the Practice of Ministry (Fall: 3)

This course will examine the meaning of leadership and its relationship to the practice of ministry in a constantly changing ecclesial environment. Topics covered in class will include the following: current literature and theories of leadership, issues of power, collabora-

tive styles of leadership for ministry, images of Christian ministry and leadership, the role of leader and personal identity, communication and conflict management, and the spiritual dimensions of leadership.

Jane E. Regan

TH 605 Theology and Pastoral Practice: Integrative Colloquium (Spring: 3)

This integrative colloquium in pastoral ministry will provide a learning experience designed to strengthen the minister's ability to draw upon the language of faith in the practice of ministry. Participants will be challenged to bring to reflection and dialogue issues addressing the contemporary practice of ministry with the collective wisdom of the Christian tradition. This course is required of all M.A. and M.Ed. degree students.

Barbara Radtke

TH 639 Collaborative Leadership Seminar Series (Fall/Spring: 1) Pass/Fail Only

Required for students in the Collaborative Leadership concentration of the Ecclesial Ministry Certificate and open to all IREPM students, this seminar will explore key topics for leadership in ministerial settings today, including: spirituality as a guiding theme for leadership; leadership amid change and diversity; contemporary models for leadership from theological and organizational literature; issues of professional socialization, assessment, and ongoing support for leaders; and leadership and personal identity throughout the adult life cycle. The seminar will also serve as a peer context for participants to review their competencies and set individual learning goals.

The Department

TH 644 Foundations of Theology (Fall: 3)

A graduate-level introduction, this course will provide an overview of contemporary Christian theology, introduce basic theological constructs, consider theological methods, and investigate the sources that contribute to the construction of theological positions. The course is designed to explore foundational concepts of God, Christ, the human, and the world from a pastoral perspective.

Colleen Griffith

TH 683 Seminar in Pastoral Theology (Spring: 3)

Prerequisite: Advanced Seminar: professor's permission required

All Christian theology is marked by the pastoral interest of serving the life of the Church in the world. Pastoral theology, however, takes this practical interest as its primary focus, allowing concern for pastoral life to shape its methodology and the issues addressed. This seminar will focus on foundational issues of pastoral theology, including its distinctive methodology, its pastoral hermeneutics, the relationship of faith and culture and the challenge of inculturation, the social sciences as resources to pastoral life, and enabling scholars to "do" theology in a pastoral setting.

Thomas Groome

TH 707 Psychological Foundations for Pastoral Counseling (Fall: 3)

A consideration of several contemporary models of personality and human development will assist students in the practice of pastoral counseling. Case studies and concrete situations help to illustrate such models as object relations and humanistic and psychodynamic theories. Course themes include normality and integration, personality growth and sexuality, play and the irrational, and the links between psychological and theological experiences.

Michael St. Clair

TH 730 Holistic Formation for the Practice of Ministry
(Fall/Spring: 1)

Course meets September-May, six times per semester.

Pass/Fail Only.

In this course, students gather in small groups with a faculty facilitator to explore the integration of their theological studies with their spiritual growth. Groups use an adult model of learning in which students are responsible for planning their academic program in conjunction with activities to enhance their spiritual growth, such as retreats and spiritual direction. Required for new M.A. and M.Ed. students who study during the academic year.

The Department

TH 731 Research and Writing For Pastoral Theology (Spring: 1)

This course presents a concrete model for this research and writing which students will adopt to complete a project of their own choosing. Topics include: how to raise, formulate and refine research questions, topics and problems; how to move from questions to sources and how to use those sources; how to make research claims and support them; how to prepare and revise drafts with special attention to organization and pastoral style; and how to frame introductions and conclusions.

Lucretia Yaghjian

TH 785 Theology, Spirituality and the Body (Spring: 3)

Issues of embodiment relating to theology, spirituality and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights from contemporary theology, philosophy, psychology and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, liturgy, education and pastoral care.

Colleen Griffith

TH 790 Historical Resources for a Contemporary Spirituality
(Fall: 3)

This course will survey historical classics, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine, Julian of Norwich, Teresa of Avila, Ignatius of Loyola, Catherine of Genoa, John of the Cross, Francis and Claire. Thematic questions will be brought to the reading of core texts.

Colleen Griffith

TH 791 Contemporary Spiritual Classics (Spring: 3)

TH 790 is not a prerequisite for TH 791

This course will survey modern "classics," examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Meinard Craighead. Thematic questions will be brought to the reading of core texts. The course is taught with an eye toward leadership in spiritual formation.

Colleen Griffith

TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)

Cross Listed with ED 539

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of sharing faith.

Thomas Groome

TH 830 The Praxis of Religious Education (Spring: 3)

Cross listed with ED 731

This lab course invites participants to develop their own praxis approach to religious education and, with lesser focus, to other forms of pastoral ministry. Students must engage in some pedagogical/ministerial context as the praxis of their own life reflections. A shared praxis approach will be proposed as an organizing model. Other models of teaching that enhance a praxis approach will also be investigated.

Thomas H. Groome

TH 835 The Psychology of Religious Development (Fall: 3)

Cross listed with ED 830

H. John McDargh

TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Spring: 3)

Cross listed with SW 830

Required for students in the dual M.A./M.S.W. program and open to other graduate students.

See course description in the Graduate School of Social Work.

Hugo Kamya

TH 880 Psychotherapy and Spirituality (Spring: 3)

Prerequisite: Permission of the instructor required

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.

John McDargh

TH 882 Nursing and Faith Communities (Spring: 3)

Cross listed with NU 320

This course provides essential content for developing nursing practice in a faith community. Faith Community Nursing encompasses principles of nursing the whole person, including body and mind with special emphasis on meeting spiritual needs of individuals and families. The course begins with the history of the Parish Nursing movement and continues with methods of developing congregational supports. A grounding in spiritual care is emphasized. Features of community health models including developing needs assessments, developing health promotion programming, referrals, serving as an advocate and developing documentation systems will be included.

Carol Mandle

TH 922 Adolescent Spirituality (Fall: 1)

Weekend Course

September 19-20, 2003, Friday 4-9 pm, Sat 10-4 pm

This course is intended for faith-filled adults who lives, works among, or cares for adolescents. The course will share a review of supportive literature and research, offer concrete examples of application, and structure reflective conversation among students regarding their own opportunities and experiences. Each student will have examined and identified the dominant spirituality of youth with whom they work and live, spiritual formation activity(ies) which best suit their gifts and interests, religious education tasks and techniques which respond to the catechetical needs of school or parish, and specific "next steps" in efforts to be an Intrusive Presence in the spiritual growth of adolescents.

Michael Carotta

TH 923 Doorways to Hearts and Souls of Young People (Fall: 1)

Weekend Course

October 17-18, 2003, Friday 4-9 pm, Saturday 10-4 pm.

See course description under TH 922.

Michael Carotta

TH 924 Adolescent Religious Education (Fall: 1)

Weekend Course

November 14-15, 2003, Friday 4-9 pm, Saturday 10-4 pm

See course description under TH 922.

Michael Carotta

TH 926-927-928 Death and Dying: Pastoral, Psychological, and Theological Perspectives I, II, and III (Fall/Spring: 1)

Weekend Course

Pass/Fail Only

January 23-24, 2004, Friday 4-9 pm, Sat 10-4 pm

February 20-21, 2004, Friday 4-9 pm, Sat 10-4 pm

March 19-20, 2004, Friday 4-9 pm, Sat 10-4 pm

The focus of this course is on the pastoral, psychological, and theological aspects of ministry with persons as they experience the inevitable experiences of loss on life's journey, including the grief resulting from death and the process of dying. Special attention will be given to the minister's own process, as well as faith, ethical and cultural perspectives, and skills needed for providing effective pastoral care to those experiencing loss, grief, dying, and death.

Catherine O'Connor, CSB

TH 930 Fashioning a People in an Electronic Age (Spring: 3)

On-Line Course

The Electronic Age has heralded paradigmatic shifts in every aspect of human life, including Christian efforts to spread the Good News and form people of faith. Globalization, mass market reach and truly interactive media are particularly significant for Religious Educators hoping to reach the Digital Generation. This on-line course will explore the use, and sometimes misuse, of radio, television, film, satellite technology and the Internet to form people in faith.

Julie Lytle

TH 958 Foundations of Religious Education (Spring: 3)

This course explores foundational texts in religious education, both classic and contemporary. We will assess the merits and problems of different approaches, encouraging students to formulate their own approach to religious education. Discussion of texts and practical application to the students' own contexts will be central.

Thomas Beaudoin

TH 962 Church, Community and the Internet (Fall: 3)

On-Line Course

This course begins with an exploration of the biblical roots of Christian understandings of what it means to be "church," focusing specifically on the variety in the earliest Christian communities. We will also examine significant documents of Vatican II such as *Lumen Gentium* and *Gaudium et Spes*, and contemporary understandings of church. During the course we will be attentive to the challenges and opportunities of the Internet for building a sense of community not only by examining current literature and websites but also by monitoring how the delivery of the course shapes the development of learning community.

Barbara Radtke

TH 964 Interpretations of the Self and Religious Education (Fall: 3)

This seminar will introduce works of three major postmodern philosophers: Michel Foucault, Julia Kristeva, and Emmanuel Levinas. We shall focus on some key texts from each, with the dual purpose of understanding postmodern philosophies, and testing their theological and pedagogical fruitfulness as resources for religious education.

Thomas Beaudoin

TH 973 A Theology of Everyday Faith (Spring: 3)

How can the meaning of everyday practices be interpreted theologically? This course encourages students to develop their own theology of everyday life and faith by way of resourcing contemporary philosophies and theologies of everyday life and faith.

Thomas Beaudoin

Romance Languages and Literatures

Faculty

Joseph Figurito, *Professor Emeritus*; A.B., Boston College; A.M., D.M.L., Middlebury College

Vera Lee, *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Ernest A. Sciliano, *Professor Emeritus*; A.B., A.M., Boston College; A.M., Ph.D., Harvard University

Maria L. Simonelli, *Professor Emeritus*; Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Matilda T. Bruckner, *Professor*; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

Dwayne E. Carpenter, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

Norman Araujo, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Stephen Bold, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

Jeff Flagg, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Rena A. Lamparska, *Associate Professor*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

Irene Mizrahi, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Franco Mormando, S.J., *Associate Professor*; Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard University

Ourida Mostefai, *Associate Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Kevin Newmark, *Associate Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Elizabeth Rhodes, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Harry L. Rosser, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Sarah H. Beckjord, *Assistant Professor*; B.A. Harvard University; M.A., M.Phil., Ph.D., Columbia University

Joseph Breines, *Adjunct Assistant Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

Kathy Lee, *Adjunct Assistant Professor*; B.A. Pennsylvania State University; Ph.D., Yale University

Brian O'Connor, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

Christopher R. Wood, *Adjunct Assistant Professor*; B.A., Columbia University; M.A., Ph.D., Yale University

Catherine Wood Lange, *Adjunct Senior Lecturer*; B.A., M.A. Boston College; Ph.D. (cand.), State University of New York at Stony Brook

Debbie Rusch, *Senior Lecturer*; B.S., M.S., University of Wisconsin-Madison

Andrea Javel, *Adjunct Lecturer*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

Departmental Notes

- Administrative Secretary: Joanna Doyle, 617-552-3821, doylejw@bc.edu
- Graduate and Undergraduate Records Secretary: 617-552-3820
- E-mail address: rll@bc.edu
- World Wide Web: <http://www.bc.edu/RLL>

Undergraduate Program Description

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

Major in French

Requirements: Ten three-credit courses

Four courses to be chosen from among the following:

- RL 305 Introduction to Drama and Poetry
- RL 306 Introduction to Narrative Forms
- RL 307 Masterpieces of French Literature
- RL 308 Advanced Language Studies in French
- RL 309 Topics in French Culture and Civilization

Please note: Students may repeat a semester of RL 307, RL 308, or RL 309 as an elective with the permission of the instructor and the Director of Undergraduate Studies.

- Four advanced courses in French language, literature, or culture at the 400 level or above
- Two Electives to be chosen among the following:
 - RL 210 French Composition, Conversation, and Reading II*
 - Additional courses at the 300 or 400 level
 - RL 572 Comparative Development of the Romance Languages
 - RL 595 (ED 303) Teaching Foreign Languages: Topics in Second Language Acquisition

*RL 210 French Composition, Conversation and Reading II can be taken for elective credit as the first course in the major.

Minor in French

Requirements: Six three-credit courses

- Two foundation courses to be chosen from among the following: RL 305 Introduction to Drama and Poetry, RL 306 Introduction to Narrative Forms, RL 307 Masterpieces of French Literature, RL 308 Advanced Language Studies in French, or RL 309 Topics in French Culture and Civilization
- One advanced course at the 400 or 700 level.
- Three electives to be chosen among the following:
 - RL 209-RL 210 French Composition, Conversation and Reading I and II (as entry-level courses only)
 - Additional courses at the 300 or 400 level

Major in Hispanic Studies

Requirements: Ten three-credit courses that must include the following:

- RL 395 Contextos
- Four 600-level advanced courses in literature and culture, which must include one course in each of the following categories:

- Pre-1800 Peninsular literature and culture
- Pre-1800 Latin American literature and culture
- Post-1800 Peninsular literature and culture
- Post-1800 Latin American literature and culture

- Five electives, which can be chosen from among the following:
 - RL 216 Spanish Conversation, Composition and Reading II
 - Any 300 level course
 - Any 600 level course
 - Related courses allowed by departmental permission

Please note the following conditions:

Students enter the major at a point appropriate to their level of linguistic proficiency. The earliest point at which a student can begin the major is RL 216 Spanish Conversation, Composition and Reading II.

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of Naturalmente II (RL 392) or equivalent.

Only one course may be in English.

Maximum transfer credit from study abroad: Fifteen (15) credits (five courses) for one year of study, nine (9) credits (three courses) for one semester of study. If three or more courses for the major are transferred from study abroad, then all other courses must be taken in the department.

Students who do not study abroad are allowed a maximum of two related courses outside the Department of Romance Languages and Literatures.

Minor in Hispanic Studies

Requirements: Six three-credit courses that must include RL 395 Contextos and at least two courses at the 600-level.

Please note the following conditions:

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of Naturalmente II or equivalent.

Minimum entry level for the minor is RL 216 Spanish Conversation, Composition and Reading II.

Maximum transfer credit from study abroad: Nine (9) credits (three courses) for one year of study, six (6) credits (two courses) for one semester of study.

Major in Italian

Requirements: Ten three-credit courses

- Six advanced courses in Italian literature, culture, and civilization (RL 500 or above or the equivalent)
- Four electives to be chosen from the following:
 - Additional courses at the 300, 500, or 800 level
 - RL 213 and 214 Italian Conversation, Composition, and Reading I and II (can be taken for elective credit as the first course in the major)
 - Related courses allowed by departmental permission

Minor in Italian

Requirements: Six three-credit courses

- Two foundation courses: RL 213 and RL 214 Italian Composition, Conversation, and Reading I and II (or the equivalent)
- Two advanced courses in Italian literature or culture at the RL 500 level or above (for undergraduates)
- Two electives to be chosen among the following:
 - RL 114 Intermediate Italian II (as entry-level course only)
 - RL 300 (or above) courses in culture

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with Romance Languages and Literatures majors are currently employed in many different fields including law, interpreting, and international business. For students interested in graduate studies, the major offers solid preparation and guidance.

Students who plan to major or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies of the Department in order to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the Center for International Programs and Partnerships. Upon approval from the department, students abroad typically take five classes per semester. They may earn credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. All majors are required to enroll in two advanced literature courses during their senior year. Minors must enroll in one advanced course in either semester of senior year.

Information for First Year Majors and Non-Majors

Students planning to major in Romance Languages and Literatures, to study abroad during their junior year, and to apply for graduate work or Graduate Fulbright Scholarships are encouraged to place themselves in advanced-level language courses in French, Italian, and Spanish as first-year students. Students should place themselves initially in the most challenging course they can handle, and adjustments in scheduling can be made if necessary. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Refer to the requirements for the A&S degree programs found in Academic Regulations section of this catalog. Placement tests in French and Spanish are offered by the department. For dates, please contact the department.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for elective credit in the major. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses.

Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Arts and Sciences Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

Literature Core

Core offerings, whether in the target language or in translation, are distinctive in several important ways. The department is committed to reading literary texts in their fullest linguistic, artistic, and cultural context. Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original

language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

Please consult the Student Services website for courses that will satisfy the Literature Core requirement during the 2003-2004 academic year.

Cultural Diversity Core

Although Romance culture has by tradition been traced to a European source, the offerings of the Department of Romance Languages and Literatures also take into account the presence of Hispanic and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core Requirement.

Please consult the Student Services website for courses that will satisfy the Cultural Diversity Core Requirement during the 2003-2004 academic year.

Honors Program

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice under the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

Faculty members will nominate students for the Honors Program. To be eligible, they must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.4 or higher. They must have also exhibited the maturity and discipline that independent work requires. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. They will be asked to submit samples of their writing and a one-paragraph description of the general area they propose to investigate in their thesis. The final decision about acceptance into the program will be made during the first week of registration.

For further details, contact *Professor Rena Lamparska*, the Honors Program Coordinator.

Information for Study Abroad

Ideally, students expecting to transfer credits into a Romance Languages and Literatures major will have completed the equivalent of a third-year university-level language class or more. Students should have completed at least the second semester of the intermediate course. Please note: Italian majors and minors who have only completed Elementary Italian II are eligible for the fall or full-year program in Parma only.

All Romance Languages and Literatures majors are required to enroll in an advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major. All Romance Languages and Literatures minors are required to enroll in one advanced course in their senior year regardless of whether they have completed the six-course requirement for the minor. Students who are nominated to the Romance Languages and Literatures Honors program are encouraged to decide on a thesis topic before going abroad.

RLL majors earn credit for up to three courses (9 credits) toward their major in a single semester of study abroad, and credit for up to five courses (15 credits) in a year-long program. There are no restrictions on the term that students may study abroad.

Romance Languages and Literatures minors earn credit for up to two courses (6 credits) toward their minor in a semester or up to three courses (9 credits) in a year-long program.

Hispanic Studies requires students who earn credit toward a Hispanic Studies major while abroad to take at least one 600-level course each semester after they return to BC. Hispanic minors are required to take at least one 600-level course after they return to BC.

Departmental pre-approval of courses is required prior to departure. For all other courses, the International Study Advisor and the Director of Undergraduate Studies will evaluate the courses taken abroad and make a decision.

No Romance Languages and Literatures credit will be granted for courses conducted in English. Credit is not automatically granted for courses taken in the target language. Courses must show a direct relationship to the student's program of study in the department.

The department recommends the following Semester Abroad or Year-Long Programs:

- French—BC Partner Programs: Paris IV-Sorbonne, Paris VII-Denis Diderot, Institut Catholique de Paris, Institut des Sciences Politiques (Paris), Université de Strasbourg, Marc Bloch (USHS), Institut d'Etudes Politiques (IEP Strasbourg), Institut d'Etudes Commerciales Supérieures (IECS Strasbourg).
- Hispanic Studies—BC Partner Programs: Universidad Autónoma de Madrid, Estudio Internacional Sampere (Summer), Universidad San Francisco de Quito, Universidad Iberoamericana
For credit towards Hispanic Studies Minors only—BC Partner Programs: Universidad Complutense de Madrid; Universidad Carlos III (Madrid).
- Italian—BC Partner Program: Università di Parma. Please note: Other programs will be evaluated on case-by-case basis.

Romance Languages and Literatures majors and minors wishing to study abroad will meet with Professor Jeff Flagg, Romance Languages and Literatures' International Study Advisor and contact for course approvals, to help determine their eligibility. Their progress in the major or minor as well as their GPA will be checked and a recommendation will be made. Students will then be directed to a specific program advisor with whom they will select their courses. Courses will be approved based on the recommendation from the program advisor.

Graduate Program Description

M.A., M.A.T., and Ph.D. Programs

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures, offering a Ph.D. in Hispanic Literature (Peninsular and Latin American) and French Literature. In the Ph.D. program, students specialize in French or Hispanic literature, or in a period or genre that crosses two Romance literatures. The Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of the Department. The Master of Arts is available in Hispanic Studies, French, and Italian.

The Master of Arts is designed to develop and strengthen teachers at the primary and secondary school levels and to prepare teachers/scholars who may continue on to the Ph.D. program.

Prerequisites for Admission

The departmental deadline for Ph.D. and M.A. applicants requesting financial aid is February 1. Those not requesting departmental financial aid should apply by May 15. Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level (and passed with distinction); (2) a formal survey course or a sufficient number of

courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature or as graduate work completed at other institutions.

For complete information concerning the graduate programs, consult the Graduate Handbook of the Department of Romance Languages and Literatures.

Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

Plan I: Ph.D. in Hispanic or French Literature and Culture

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic), and varied analytic methodologies pertinent to their field.

Plan II: Ph.D. in Romance Literatures

Students structure their programs to focus on one period or genre in two Romance languages and literatures.

Plan I: Ph.D. in Hispanic or French Literature and Culture

Broad Chronological Coverage: In consultation with their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present, as well as specific expertise in the field. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

Related Graduate Courses: With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, fine arts, history, philosophy, etc.

Plan II: Ph.D. in Romance Literatures

Lateral Coverage: Early in the program, the student should formulate a coherent program of study in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

Medieval Studies: Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any two of the following literatures: Medieval French, Italian, Spanish, or Provençal. Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: twelve credits if they are entering with a B.A. or six credits with an M.A. Boston College has a rich array of medieval offerings in the Theology, Philosophy, History, Fine Arts, Literature, and Political Science Departments.

Language Competence: For admission to the Ph.D. in Romance Literatures, applicants must have fluent command of two Romance languages. An exception may be made for students intending to work in Provençal.

Admission to the Ph.D. Programs

Students with a Master's Degree: Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

Students with a Bachelor's Degree: Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for Boston College's M.A. in French or Spanish. After 30 credits and the M.A. comprehensive examination, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D.

Ph.D. Degree Requirements

- Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including three credits in the History of the Language in French or Spanish, and three credits in RL 780 Colloquium on Literary Theory and Criticism.
- Students must maintain an average of B or better in their courses.
- If the student's M.A. program did not include a second language examination, then a translation test will be required.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.
- One year of residence is required, in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking two courses per semester while also teaching two courses. Students not engaged in teaching who wish to fulfill the residence requirement by taking three courses per semester must petition the Department. During the year of residence, the student must be registered at the University, and he or she must be engaged in a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing the dissertation. Students should specify in writing to the Director of Graduate Studies which two semesters will satisfy the residence requirement.
- Upon completion of all course work and language requirements, the doctoral student must pass an oral comprehensive examination.
- Upon successful completion of an oral comprehensive examination, the degree candidate will select a Dissertation Advisor. Second and third readers will be appointed by the Dissertation Advisor, in consultation with the student and the Director of Graduate Studies, to form the Dissertation Committee. A dissertation proposal will be submitted within six months of passing the oral comprehensive. The candidate is expected to remain in consultation with the Dissertation Advisor while preparing the proposal.
- The proposal will be read by the student's Dissertation Committee and discussed with the student before it is officially approved. Upon approval, it will be distributed to the entire faculty for comment. If a proposal is not accepted by the Dissertation Committee, the student will be given a single opportunity to rewrite the proposal within six months.
- Dissertation topics may include the following: a literary study in the field of specialization, a study in comparative Romance literatures, a study in Romance philology, or a scholarly edition of a text with full critical apparatus. The dissertation must be based on original and independent research and demonstrate advanced scholarly achievement.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

M.A. Course Requirements

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary the-

ory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study.

- Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish Studies and nine credits in Spanish American Studies.
- Entering M.A. students in French and Spanish are strongly encouraged to take RL 704 and RL 901, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their language section the semester before actually enrolling.

Oral Proficiency Requirement:

Before taking the written and oral comprehensive examinations, all candidates must demonstrate oral proficiency in their language of specialization at the advanced level of the ACTFL scale. Evaluations are made on the basis of an interview with a designated faculty member. Students should schedule an interview during their first semester of graduate study for diagnostic purposes.

Comprehensive Examinations:

Upon completing the course requirements for the M.A., and satisfying the oral proficiency requirement, students should indicate in writing to the Director of Graduate Studies their intention to take the written and oral comprehensive examinations.

Master of Arts Degree in Teaching

The Masters of Arts in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides certification and continued professional development for primary and secondary school teachers of French, Italian, and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experience in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn fifteen credits in graduate courses in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

RL 003-004 Elementary Italian I and II (Fall/Spring: 3)

Students with prior Italian experience admitted only by placement test.

This beginning course is designed for students with no prior Italian experience, as well as those who have had some high school Italian, but are not sufficiently prepared for intermediate level work. Emphasis is on building oral and written communication skills and acquiring a greater awareness of Italian culture. Class instruction is supplemented by videos, audio-cassettes, and computer study modules. Classes are conducted primarily in Italian.

Brian O'Connor (Coordinator)
The Department

RL 009-010 Elementary French I and II (Fall/Spring: 3)

Students with prior French experience admitted only by placement test.

This beginning course is designed for students with no prior French experience, as well as those who have had some high school

French, but are not sufficiently prepared for intermediate level work. (Students with no prior French experience should also sign up for RL 011-012.) Course goals include readying students for Intermediate French, expanding vocabulary and building oral proficiency. Students will deepen their understanding of Francophone culture through short literary and cultural readings, video and film. Emphasis is on building oral and written communication skills and acquiring a greater awareness of the French-speaking world. Class instruction is supplemented by videos, audio-cassettes, and computer study modules. Classes are conducted primarily in French.

Andrea Javel (Coordinator)

The Department

RL 011-012 Elementary French Practicum I and II (Fall/Spring: 1)
Required of students enrolled in RL 009-010 with no prior experience in French.

Open to other students of RL 009-010 only by permission of the coordinator.

This intensive one-hour supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary French. All concepts presented in this course review those covered in RL 009-010.

Andrea Javel (Coordinator)

The Department

RL 015-016 Elementary Spanish I and II (Fall/Spring: 3)
Students with prior Spanish experience are admitted only by placement test.

This beginning course is designed for students with no prior Spanish experience, as well as those who have had some high school Spanish and are not sufficiently prepared for intermediate level work. (Students with no prior Spanish experience should also sign up for RL 017-018.) Course goals include readying students for Intermediate Spanish, expanding vocabulary, and building oral proficiency. Students will deepen their understanding of Hispanic culture. Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Hispanic world. Class instruction is supplemented by videos, audio-cassettes and computer study modules. Classes are conducted primarily in Spanish.

Debbie Rusch (Coordinator)

The Department

RL 017-018 Elementary Spanish Practicum I and II (Fall/Spring: 1)
Required of students enrolled in RL 015-016 with no prior experience in Spanish.

Open to other students of RL 015-016 only by permission of the coordinator.

This intensive one-hour supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Spanish. All concepts presented in this course review those covered in RL 015-016.

Debbie Rusch (Coordinator)

The Department

RL 021-022 Elementary Italian Practicum I and II (Fall/Spring: 1)
The Department

RL 041 Intensive Elementary Spanish for Oral Proficiency (Spring: 6)

Open to students with no prior experience in Spanish.

The course meets five days per week.

Classes are conducted in Spanish.

The aim of this six-credit course is to provide motivated beginning students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are partic-

ularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use. Reading and writing assignments complement aural/oral activities.

The Department

RL 042 Intensive Elementary French for Oral Proficiency (Spring: 6)

Open to students with no prior experience in French.

Conducted in French.

The aim of this six-credit course is to provide motivated beginning students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use. The course meets four days per week (75 minutes each class).

Margaret Flagg

RL 043 Intensive Elementary Italian (Spring: 6)

Open to students with no prior experience in Italian.

Conducted in Italian.

Meets five times per week.

The aim of this total immersion, six-credit course is to provide students with an opportunity to study Italian language and culture in an intensive oral environment. While reading and writing are important elements of the learning process, the main focus will be on oral expression in everyday situations. Successful completion of this course will qualify students for RL 113 Intermediate Italian I the following fall, or participation in the Parma summer language program or in the fall semester at Parma.

Rosie Corrado

RL 109-110 Intermediate French I and II (Fall/Spring: 3)

Prerequisite: RL 010 or RL 042 or admission by placement test

Conducted in French.

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of French. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Emphasis is on active student participation and broadening of historical and cultural knowledge. Francophone culture will be further explored through literary excerpts by authors from France, North, Central and West Africa, the Antilles and Quebec. Short literary and cultural readings will provide authentic insight into French culture worldwide.

Andrea Javel (Coordinator)

The Department

RL 111-112 Intermediate Italian Practicum I and II (Fall/Spring: 1)

The Department

RL 113-114 Intermediate Italian I and II (Fall/Spring: 3)

Prerequisite: RL 004 or admission by placement test

Conducted in Italian.

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Italian. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into Italian civilization.

Brian O'Connor (Coordinator)

The Department

RL 115-116 Intermediate Spanish I and II (Fall/Spring: 3)

Prerequisite: RL 015-016 or RL 041 or admission by placement test

Conducted in Spanish.

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. Emphasis is on vocabulary expansion, accuracy of expression, and interactive lan-

guage use. Emphasis is on active student participation and broadening historical and cultural knowledge. Short literary and cultural readings will provide authentic insight into the Hispanic world.

Catherine Wood Lange (Coordinator)

The Department

RL 123-124 Intermediate Portuguese I and II (Fall/Spring: 3)

This course builds on previously acquired language skills. Emphasis is on vocabulary expansion, accuracy of expression, interactive language use, active student participation, and broadening historical and cultural knowledge.

The Department

**RL 151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)
Conducted in Italian.**

This course is designed for motivated students interested in continuing the study of Italian language, culture, and literature beyond the Intermediate level, and especially for those students who intend to major or minor in Italian or study at Parma. The development of oral proficiency is emphasized, but there is a new focus on reading and writing in accurate Italian. Particular attention will be given to the development of consistency in grammatical accuracy, to creating more complex and expressive speech.

Brian O'Connor

RL 181 Intensive Intermediate Spanish for Oral Proficiency (Fall: 6)

Prerequisite: RL 016 or RL 041 or instructor's permission

The course meets five days per week.

Conducted in Spanish.

The aim of this six-credit course is to provide motivated students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to strengthen previously acquired conversational skills.

The Department

RL 182 Intensive Intermediate French for Oral Proficiency (Fall: 6)

Prerequisite: RL 010 or RL 042 or permission of the instructor

Conducted in French.

The aim of this six-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice will help students develop greater accuracy in self-expression. The course meets four days per week (75 minutes each class).

Margaret Flagg

**RL 200 Capstone: Discoveries of Self and the World (Spring: 3)
Cross listed with UN 524**

This Capstone course is designed for students who have studied abroad and international students. It offers them an opportunity to deepen their experiences by reading the thoughts of other travelers through history and by writing about and discussing their own adventures. Our focus will be on cross-cultural experience and the analysis of worldview. Within this comparative context we will address the Capstone themes concerning work, community, relationship and spirituality. We will draw on literary texts, with particular emphasis on travel literature (poetry, essay, fiction, film) and culture theory.

Marian B. St. Onge

RL 209-210 French Conversation, Composition, and Reading I and II (Fall/Spring: 3)

Prerequisite: RL 110 or RL 182 or admission by placement test

Conducted in French.

An elective towards the French major when taken as first course in sequence.

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and Internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

Jeff Flagg (Coordinator)

The Department

RL 213-214 Italian Conversation, Composition, and Reading I and II (Fall/Spring: 3)

Prerequisites: Intermediate Italian, three years of high school Italian or by permission of instructor.

Required for Major and Minor in Italian.

Conducted in Italian.

The course strengthens and expands all language skills, with equal emphasis on written and oral practice. The readings—a variety of fiction and non-fiction texts—will be the basis for class discussion of cultural, social and literary issues. Particular attention will be given to the development of analytical reading skills and vocabulary enrichment. Thematic in approach, this course focuses on further developing language skills. Students may take this course to prepare for the Florence Summer Program. Additional materials will include Italian films and audio visual programs. This course is strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad.

Cecilia Mattii

RL 215-216 Spanish Conversation, Composition, and Reading I and II (Fall/Spring: 3)

Prerequisite: RL 116 or admission by placement test

Conducted in Spanish.

Hispanic Studies major or minor elective

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Spain, will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use Spanish to increase their professional opportunities, to broaden the scope of their social interaction, and to enrich their travel and study experiences abroad.

Christopher Wood (Coordinator)

Kathy Lee (Coordinator)

The Department

RL 300 The French and the Peoples of America (Fall: 3)

Satisfies Literature Core Requirement

Satisfies Cultural Diversity Core Requirement

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians and writers.

Jeff Flagg

RL 302 Racism: French and American Perspectives (Spring: 3)

French visitors have been observing and commenting on race relations in the United States since before the Civil War. During the twentieth century Paris became a magnet attracting disillusioned African-American artists, musicians and writers in search of a home and an opportunity to express their talents. And today the French confront a history of colonialism and struggle to combat racism as they interact with immigrants from former colonies. We will explore these issues in the writings of Tocqueville, Beauvoir, Wright, Baldwin and Fanon, among others.

Jeff Flagg

RL 305 Introduction to Drama and Poetry (Fall/Spring: 3)

Prerequisite: 4 years of high school French or RL 209 or RL 210

Fulfills one of the 300-level requirements for the French major. Conducted in French.

This course is open to any students interested in expanding their linguistic and cultural horizons, while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. This course will prepare students for 400-level courses in literature and culture.

Norman Araujo (Spring)

RL 306 Introduction to Narrative Forms (Fall/Spring: 3)

Prerequisite: 4 years of high school French or RL 209 or RL 210

Fulfills one of the 300-level requirements for the French major. Conducted in French.

This course is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to the readings as well as through discussion and written analysis of selected short stories, novels, and narrative film. The stories have been chosen and presented to allow students to progress substantially both in their basic reading skills in French and in their awareness of critical aspects of storytelling such as narrative voice, point of view, and plot structure.

Kevin Newmark (Fall)

Joseph Breines (Spring)

RL 307 Masterpieces of French Literature (Fall/Spring: 3)

Prerequisite: 4 years of high school French or RL 209 or RL 210

Fulfills one of the 300-level requirements for the French major. Conducted in French.

This course allows students to proceed to a more advanced level of study in French through the reading and discussion of a selection of important works of French literature. It will provide an introduction to the history of the French literary tradition through the study of a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course is designed as an important part of the French major and is also open to all students who want to continue to strengthen and deepen their skills as readers, writers, and speakers of French.

Matilda Bruckner (Fall)

RL 308 Advanced Language Studies in French (Fall: 3)

Prerequisite: 4 years of high school French or RL209 or RL210

Fulfills one of the 300-level requirements for the French major.

This course will help students expand their understanding and strengthen their command of advanced structures of modern French. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions. This course prepares students for 400-level courses in literature and culture.

Ourida Mostefai (Fall)

Joseph Breines (Spring)

RL 309 Topics in French Culture and Civilization (Fall/Spring: 3)

Prerequisite: 4 years of high school French or RL 209 or RL 210

Conducted in French.

Fulfills one of the 300-level requirements for the French major.

This course introduces students to the study of French culture and its tradition by exploring questions related to contemporary France, its cultural history and institutions. Discussions and students' work focus on a selection of print and audiovisual documents. Students also continue to work on advanced topics of French grammar through guided exercises. This course prepares students for 400-level courses in literature and culture.

Stephen Bold (Fall)

Anne Bernard Kearney (Spring)

RL 320 Le Français des Affaires (Spring: 3)

Counts as an elective towards the French Major.

Conducted in French.

This course offers an introduction to the French vocabulary and syntax specific to business and politics. Students will learn advanced French language communication skills, will study the functioning of the French business world, and review the essential grammatical structures of the French language. This course prepares for the Paris Chamber of Commerce and Industry examinations. Students will obtain an official certificate attesting to their proficiency in French for Business. This course is especially designed for students interested in international business affairs or those who intend to work in French speaking countries.

Nelly Rosenberg

RL 323 Navigare l'Italia (Spring: 3)

Conducted in Italian.

Students who have completed RL 114 Intermediate Italian II may enroll.

A comprehensive course which will put you in touch with contemporary Italian everyday life, work, family matters and culture through the World Wide Web, short stories, and film. Emphasis will be given to speaking and reading, but writing will be also used as a tool to improve and enlarge language communication. Creative work will be also experienced as a means of actively manipulating the acquired knowledge.

Rosie Corrado

RL 331-332 Writing Tutorial I and II (Fall/Spring: 0)

Offered in conjunction with RL courses beyond the 300 level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.

The Department

RL 335 Fronteras (Fall: 3)

Prerequisite: CCR I or equivalent proficiency with the instructor's permission

Counts as an elective toward the Hispanic Studies Major and Minor and the Perspectives on Spanish American inter-disciplinary major.

Borders are not only geographical, they can be linguistic, cultural, moral and imaginative. This course will explore what happens on all these frontiers where the U.S. meets Latin America. Will address both oral and written proficiency growth through class discussion and essays. This course can be taken simultaneously with CCR or Naturalmente and is not for students taking or who have taken 600-level courses.

Kathy Lee

RL 341 Medieval Literature Meets Modern Film (Spring: 3)

Cross listed with EN256

Conducted in English

This course sets up a dialogue between the present and the past, visual and verbal arts, to explore how the middle ages and its greatest stories continue to inspire retellings through their reinterpretation in the modern medium of film. We will compare textual and cinemagraphic representations of Tristan and Iseut's love story, Arthurian chivalry and the quest for the Grail, and finally Joan of Arc's Passion.

Matilda Bruckner

RL 360 Francophone Literature and Culture (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Conducted in French.

Counts as an elective towards the French Major.

Reading works by Francophone writers from North Africa, the Caribbean, Sub-Saharan Africa, and Quebec. This course explores the variety of voices, groups and societies in Francophone literatures. Intended as an introduction to the literary personality of each area, the course considers issues of history, resistance, identities and race as a response to the legacy of colonial France. The writers whose works will be discussed are the following: Tahar Ben Jelloun, Assia Djebar, Leila Sebbar, Aimé Césaire, Leopold Senghor, Aminata Sow Fall and Anne Hebert.

Nelly Rosenberg

RL 376 Conversational Approach to Contemporary France (Spring: 3)

Counts as an elective towards the French Major

Conducted in French

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers and magazines), we will discuss current events and socio-political issues. Students will develop their vocabulary, increase their knowledge of idiomatic expressions and further their command of spoken French by engaging in structured dialogues based upon real-life situations.

The Department

RL 377 Prison, Trial, and Judgment (Fall: 3)

Cross listed with EN 084

Satisfies Literature Core Requirement

Conducted in English.

This course will focus on the theme of imprisonment in select novels of the nineteenth and twentieth centuries, examining in each case the social, moral, and artistic implications of the author's treatment of the subject matter. Students will read Stendhal's *The Red and the Black* and *The Charterhouse of Parma*; Hugo's *Les Misérables* and *The Last Day of a Condemned Man*; Malraux's *Man's Fate*; Camus' *The Stranger*.

Norman Araujo

RL 391 Naturalmente I (Fall: 3)

Prerequisites: RL 216 or, with the instructor's permission, the equivalent level of proficiency

Elective for Hispanic Studies majors and minors.

Priority for enrollment given to Hispanic Studies majors and minors, but all students with the appropriate proficiency level are welcome.

Conducted in Spanish.

This is an intensive, communication-based course with limited enrollment, designed to increase students' proficiency in Spanish. Students are encouraged to take parts I and II in sequence, though

exceptions are possible with the advisor's permission. Topic will be Testimonies of Immigration. Elective for Hispanic Studies majors and minors. Requirement for Perspectives on Spanish America.

Kathy Lee

Christopher Wood

The Department

RL 392 Naturalmente II: Spanish Proficiency for Advanced

Speakers (Spring: 3)

Prerequisites: RL391 Naturalmente I, or with the instructor's permission, the equivalent level of proficiency

Conducted in Spanish.

This is an intensive course in advanced Spanish proficiency. Enrollment is limited and the course is designed to allow for small group work, debates and other interactive activities. The goals for this semester are the accurate and spontaneous control of the communicative functions associated with the subjunctive, and the broadening of the student's cultural proficiency in Hispanic cultures through the use of film, literature, and contemporary newspaper and magazine articles.

Christopher Wood

Kathy Lee

The Department

RL 395 Contextos: Introduction to Literary Analysis in Spanish (Fall/Spring: 3)

Conducted in Spanish.

Required for Hispanic Studies Majors and Minors.

An introduction to how to read and appreciate texts from Hispanic cultures, Contextos introduces students to helpful vocabulary and different ways to approach great literary works. Students also acquire essential research skills. The workshop-based learning environment of Contextos facilitates exploration and self-expression through analysis. Conducted in Spanish, with linguistic proficiency objectives incorporated into curriculum. Required for Hispanic Studies Majors and Minors and priority for enrollment is given to them. Contextos Taller, a special section of Contextos, is a creative writing workshop in which students learn about major literary forms by composing them.

Kathy Lee

Christopher Wood

The Department

RL 399 Readings and Research (Fall/Spring: 3)

The Department

RL 511 Manzoni's *Promessi Sposi* (Fall: 3)

Conducted in Italian

A close reading of the nineteenth-century historical novel, a star-crossed love story woven into the turbulent and fascinating history of seventeenth-century Spanish-occupied Milan. Universally considered the greatest (and most entertaining) novel in the Italian language, the text will be analyzed from multiple, interdisciplinary perspectives literary, political, theological, biographical, etc.

Franco Mormando

RL 563 Italian Theatre on Stage (Spring: 3)

This course fulfills the requirement for Italian Major and Minor.

Discussion and presentations in Italian and/or English.

This course combines the study of drama as a literary genre and as a text for stage performance. We will study four works by selected Italian playwrights to analyze their structure, discourse, meaning and to identify the implications therein for performance. We will discuss the dramatic conventions of the author's time, as well as a

variety of views regarding the relation between the written and performed word. Class work will culminate in a group performance of selected excerpts of the plays studied in class.

Rena A. Lamparska

RL 569 Twentieth-Century Italy in Fiction and Film (Fall: 3)
Conducted in Italian.

The class, an introduction to the greatest modern Italian writers and directors, focuses on twentieth-century Italian history and culture. We will study films and short works of fiction as we move through the major periods of Italian twentieth century: World War I, Fascism, post-war Italy, the economic boom of the sixties, terrorism of the seventies, and late twentieth-century Italy. Designed for students planning to study in Italy or returning from Italy. Progress in reading, writing and speaking skills is an important goal of all class activities.

Laurie Shepard

RL 618 Write-On: Advanced Writing Seminar (Fall: 3)

Prerequisites: Contextos, or permission of instructor

Conducted in Spanish

Counts as an elective toward the Hispanic Studies Major and Minor and the Perspectives on Spanish America interdisciplinary major.

This course is designed to improve writing skills through ample practice and the study of grammar, syntax, vocabulary and style. For students who have studied abroad, are able Spanish speakers, or are native speakers of Spanish.

Dwayne Carpenter

RL 633 Aesthetics and Politics of Anti-Slavery Literature of Cuba (Fall: 3)

Prerequisites: Contextos, or permission of Instructor

Conducted in Spanish.

Fulfills the pre-1800 Latin American requirement for Majors in Hispanic Studies

This course will examine the aesthetic and political debates embodied in the tradition of the anti-slavery narrative in Cuba, from the colonial period to the twentieth century. Particular attention will be given to issues of race, gender, criollo culture and emerging nationalism, as well as a thoughtful dialogue with continental literary trends. We will begin by reviewing early writings on the slavery issue and European literary perspectives on the subject and conclude with twentieth-century interpretations by Carpentier and Montejo. Readings will be drawn from a variety of genres: essays, autobiography, novel, short story, and travel writing.

Sarah Beckjord

RL 658 *Don Quijote* and Other Fictions (Spring: 3)

Conducted in Spanish

Fulfills the pre-1800 Peninsula requirement for Majors in Hispanic Studies.

Don Quijote is universally recognized as one of the most important texts of all literary history. Why? What does this funny, poignant book continue to say to ongoing generations? Students will read the entire text of Cervantes' masterpiece, and consider its relationship to texts of other media and other ages (Velázquez, Cortázar, the Russian film version, *The Man of La Mancha*, for example). Contextos extremely helpful.

Elizabeth Rhodes

RL 666 The Devil Made Me Do It: Sin, Deviance and Crime in Spanish Literature and Life (Spring: 3)

Conducted in Spanish.

Fulfills the pre-1800 Peninsular requirement for Majors in Hispanic Studies

This course examines notions of evil in medieval and early modern Spanish literature. Topic include the devil, witchcraft, sexual deviance, blasphemy, and crime, alongside concepts of religious and racial tolerance, penitence, pardon and salvation. Authors include Glonzalo de Berceo, Fernando de Rojas, Calderón de la Barca and Tirso de Molina.

Dwayne Carpenter

RL 698 Honors Research Seminar (Fall/Spring: 3)

By arrangement

This semester is devoted to defining and researching the thesis. Students will work closely with their Thesis Director and meet regularly as a group with the Program Coordinator to discuss their work in progress. At the end of the semester students will present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.

Rena A. Lamparska

RL 699 Honors Thesis Seminar (Fall/Spring: 3)

By Arrangement

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their Thesis Director, and to meet as a group with the Program Coordinator. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.

Rena A. Lamparska

Undergraduate and Graduate Course Offerings

RL 414 Medieval Arras, the City and Its Literary Expression (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French.

Requires no previous experience with medieval literature.

This course explores the rich and complex world of medieval Arras, a major commercial and cultural center, by highlighting two authors, Adam de la Halle and Jean Bodel. Their works span the gamut of literary forms practiced from the late twelfth through the thirteenth century: from bawdy tales and pastourelles to sacred plays and comic reviews. Focusing on the urban context of Arras, we will concentrate particularly on lyric poetry and theater, two genres especially linked to the dynamics of performance.

Matilda Bruckner

RL 415 Joan of Arc in Literature, History, Politics and Film (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

Joan of Arc is one of the rare medieval figures whose public and even private life is amply documented in the historical record. Yet she remains a profound mystery and continues to inspire interpretations from a multiplicity of perspectives. This course will explore different representations of Joan from the fifteenth to the twentieth-century in trial records, literature, political and scholarly discourses, and film.

Matilda Bruckner

RL 433 The Duke and His Letters: Literature and Society in Seventeenth-century France (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

The course examines the literature of the grand siècle from an historical and sociological perspective. We will study works that reflect (and reflect upon) the beginnings of France's transition from a feudal society into modern state, dominated by an emerging bourgeoisie. We will consider primarily works by well-known authors including Corneille, Pascal, Molière, La Fontaine and La Bruyère.

Stephen Bold

RL 440 Images of the Family in Eighteenth-Century French Literature (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

This course will study the emergence of the private sphere in the Enlightenment by focusing on the changing representation of the family in eighteenth-century French literature and culture. A selection of novels and plays from the period will be read, as well as theoretical texts and artistic documents.

Ourida Mostefai

RL 441 Literature and Culture of the French Enlightenment (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

This course seeks to examine the idea of "Lumières" in eighteenth-century France through the reading of the major texts of the period. We will analyze the concepts central to the French Enlightenment: tolerance, progress, nature, and culture, as they are formulated both in the fiction (tales and novels) and in the major theoretical texts of Montesquieu, Voltaire, Diderot, Rousseau, and the Encyclopedists.

Ourida Mostefai

RL 459 Nineteenth-Century French Poetry (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

The literary doctrine, themes, and artistic virtuosity of the Romantic and Symbolist poets as they appear in the most significant works of Hugo, Vigny, Nerval, Baudelaire, Rimbaud, and Mallarmé. Against the backdrop of a shifting conception of the character and use of the symbol, this course will chronicle the gradual transformation, in the evolution of nineteenth-century French poetry, of the poet's view of his place and role in the universe, his relationship to his fellow human beings and to nature, and his response to the challenges posed by the problematics of lingual expression.

Norman Araujo

RL 461 From Olympus with Love: Hugo's Literary Revolution (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

The impact of Hugo's personality and creative genius on the development of French poetry and prose in the nineteenth century. The course will indicate how and why this titanic man of letters, who managed to surpass in prestige and influence his early literary model Chateaubriand, became the most dominant literary figure in France in the first half of the nineteenth century and the conscience of the nation during his period of exile in the second half. The explo-

ration of his work in different literary genres will focus on that work's revolutionary originality, its remarkable realization of the fecund potential of Romanticism.

Norman Araujo

RL 469 Literature and Liberty (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

This course will ask what literature has to do with the concept and practice of liberty. Freedom of thought and freedom of speech imply the possibility of imagining and writing things independently of criteria that govern other aspects of human behavior. In fact, this possibility can be taken as one sense of the word "fiction." How do literary texts interrogate and exemplify individual acts of freedom? What sort of promise and/or pitfalls do such acts hold out to us? Readings will be taken from texts by Diderot, Sade, Baudelaire, Mallarmé, Lautréamont, Gide, Breton, Sartre, Beckett, and Duras.

Kevin Newmark

RL 495 Second Language Acquisition (Spring: 3)

Cross listed with SL378

See course description in the Slavic and Eastern Languages Department.

Margaret Thomas

RL 499 College Teaching of Foreign Languages (Fall: 1)

Conducted in English.

This course introduces students to foreign language pedagogy. Although theory in Second Language Acquisition research will be discussed, the emphasis will be on teaching. Upon completion of this course students will be better able to construct communicative lessons, gain an understanding of major tenets in SLA, and be familiar with professional journals and organization. Students will also be able to better present themselves in an interview situation for a teaching position at all levels of instruction. Students will also learn about groups at BC that provide assistance to students.

Debbie Rusch

RL 526 Dante's *Divine Comedy* in Translation (Spring: 3)

Cross listed with PL508/TH559

Conducted in English

This course is a reading of the *Divine Comedy* in its entirety, examined at its multiple levels of meaning, literal and allegorical, theological, political, psychological, and artistic. The course will also introduce the student to the most current schools of interpretation and analytical methodologies, as well as interrogate the poem for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Love and Hate, Suffering and Happiness.

Franco Mormando

Laurie Shepard

RL 597 Foreign Language Pedagogy (Fall: 3)

Cross listed with ED 303

Conducted in English.

This course can count as an elective for the Hispanic Studies major or minor or for Perspectives on Spanish America.

Fulfills the Massachusetts certification requirement methods in foreign language education.

This course is for anyone who is considering the possibility of teaching a foreign language in the future. The course will introduce students to techniques of second language teaching at any level. Students will learn how to evaluate language proficiency, organize a communicative course, review language-teaching materials and incorporate audio-visual and electronic media in the classroom.

Debbie Rusch

RL 806 Italo Calvino (Spring: 3)

Rena Lemparska

RL 850 The Plague in Italy (Spring: 3)

Franco Mormando

Graduate Course Offerings

RL 065 Intensive Reading in French (Summer: 1)

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study and research. This course may be taken for a grade, for pass/fail, or may be audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of Arts and Sciences.

The Department

RL 704 Explication de textes (Fall: 3)

First-year Masters' candidates in French are very strongly encouraged to enroll in this course as an introduction to graduate studies in literature.

Conducted in French

This course offers graduate students an advanced introduction to the practice of close reading and textual analysis in the French mode. A variety of shorter works and excerpts selected from a wide chronological and generic spectrum will be used to help students read texts analytically and organize their commentaries effectively.

Stephen Bold

RL 780 Readings in Theory (Spring: 3)

Cross listed with EN 780 and PL 780

For graduate students. Open to undergraduates with permission of instructor only.

Fulfills a Ph.D. requirement in Romance Languages and Literatures.

Conducted in English.

This course is organized as an introduction to the reading of literary theory for graduate students in various disciplines. Its aim is to develop in students an awareness and sensitivity to the specific means and ends of interpreting literary and extra-literary language today. The course seeks to provide students with a basic familiarity with some of the most formative linguistic, anthropological, philosophical, and literary antecedents of the diverse and often contentious theoretical models occupying, some would say, plaguing, the contemporary literary critical scene. Readings from Saussure, Lévi-Strauss, Jakobson, Barthes, Lacan, Ricoeur, Geertz, Clifford, Austin, Derrida, and de Man, among others.

Kevin Newmark

RL 799 Readings and Research (Fall/Spring: 3)

The Department

RL 805 Boccaccio's *Decameron*: A Guide to Living Well (Fall: 3)

Conducted in Italian

The seminar focuses on Boccaccio's *Decameron*, a fourteenth-century masterpiece. With this collection of tales Boccaccio sought to renew and elevate the bourgeoisie, then emerging as the dominant class in Florence, and in the final analysis the *Decameron* teaches us the difficult lessons of personal virtue in troubled times. The invention of the novella genre, the author's art of narration, and the author's device of a frame to structure the interpretation of his tales will be among the topics discussed.

Laurie Shepard

RL 810 Poesia Lirica: Medioevo e Rinascimento (Spring: 3)

Conducted in Italian

This seminar will survey Italian lyric poetry, the most dynamic and prestigious genre of the medieval period when the literary language was being formulated. The course will cover the development of lyric poetry from the thirteenth-century Scuola Siciliana to the sixteenth-century petrarchisti, but the principal focus of the course is the *Canzoniere* of Francesco Petrarca. Discussions will include orality and manuscript/print transmission of poetry, the complex relation of the individual poet to the tradition, the theory of imitation, and literary Neoplatonism.

Laurie Shepard

RL 830 Rome in the Age of Bernini (Fall: 3)

Conducted in Italian

An interdisciplinary study of Italian literature and culture, focusing on the city of Rome during the age of Bernini (1598-1680), the age of the Baroque. Against the backdrop of the political, social, and ecclesiastical crises and metamorphoses of the period, we will explore the interrelationship between literature (elite and popular, sacred and profane) and the arts, both visual and performing.

Franco Mormando

RL 860 Il teatro di Luigi Pirandello (Spring: 3)

Conducted in Italian

The course will focus on the theatrical and theoretical works of Luigi Pirandello. The following themes will be analyzed and discussed within the larger European context: the concept of dramatic art, the "uneasiness" (il "disagio") of dramatic writing, the relation between the written word and its theatrical representation, the role of the actor and the audience in drama, the author-director-actor relation, as well as major "existential" themes and concerns of texts analyzed. Class format will include film viewing among which the plays discussed in class and the history of modern ideas on the theatre (Stanislawski, Craig, Meierhold, Kantor et al.).

Rena A. Lemparska

RL 880 Ph.D. Thesis Seminar (Fall/Spring: 1)

For Ph.D. students only

This bimonthly seminar provides Ph.D. students with a forum in which to discuss their works in progress.

Laurie A. Shepard

RL 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

Harry L. Rosser

RL 901 Advanced Textual Analysis in Spanish (Fall: 3)

Conducted in Spanish

Required of all beginning graduate students in Hispanic Studies.

An intensive writing workshop designed to improve students' skills in textual analysis, this course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, as well as oral presentations. Students confront a sophisticated range of critical terms from the fields of linguistics and critical theory, and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

Irene Mizrahi

RL 902 Master Exit (Spring: 1)

Master Exit is for first-year M.A. candidates and is offered every spring. It is a 1-credit, optional commitment to preparing for one's M.A. exams while completing the program itself. The course, which

meets ten times during the spring semester, prepares students to pass their exams in May of their second year. The seminar includes study methodologies, overviews of the major periods of Hispanic literature and culture, skill-building for oral and written performance, and mock exams. Students enrolling in Master Exit should take two seminars that semester (three in the fall).

Elizabeth Rhodes

RL 911 Alfonso, el Sabio (Fall: 3)

Conducted in Spanish.

Strong reading skills in Spanish required.

An examination of the entire range of literary, legal, historical, and scientific works attributed to Alfonso. Considerable attention will be devoted to the historical and cultural context in which they were produced. Although designed for graduate students, undergraduates with superior preparation may be admitted.

Dwayne E. Carpenter

RL 955 Baroque Latin America (Fall: 3)

Conducted in Spanish

An inquiry into the literature and culture of the seventeenth century in Spanish America, with special attention to Sor Juana. We will begin with a review of important 20th-century statements concerning the importance and nature of the "barroco de Indias" and baroque culture in general as a framework for our readings. Texts will be chosen from a variety of genres, including poetry, narrative, theater, and historiography. Topics of particular interest include the emergence of a criollo consciousness, themes of apology and disguise, and baroque interpretations of the conquest period.

Sarah Beckjord

RL 982 The Art of the Short Story: The Latin American

Trajectory (Fall: 3)

Conducted in Spanish.

Beginning with the elements of oral tradition, reflected in early writings, the development of the genre of the short story will be traced to the present. Attention will be given to major literary currents and their effects on form and content.

Harry L. Rosser

RL 998 Doctoral Comprehensive (Fall/Spring: 0)

For students who have not yet passed the Doctoral comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

Harry L. Rosser

RL 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

Harry L. Rosser

Slavic and Eastern Languages

Faculty

Lawrence G. Jones, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

Maxim D. Shraye, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Cynthia Simmons, *Professor*; Chairperson of the Department; A.B., Indiana University; A.M., Ph.D., Brown University

Michael J. Connolly, *Associate Professor*; A.B., Boston College; Ph.D., Harvard University

Margaret Thomas, *Associate Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Li Zhuging, *Adjunct Associate Professor*; B.A., Zhongshan University; M.A., Georgetown University; M.A., Ph.D., University of Washington

Mariela Dakova, *Adjunct Assistant Professor*; Ph.D., University of Alberta

Departmental Notes

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, demetra.parasirakis@bc.edu
- World Wide Web: <http://fmwww.bc.edu/SL/>

Undergraduate Program Description

The Department administers undergraduate majors and degrees at the B.A. and M.A. levels in Linguistics, Russian, and Slavic Studies, as well as minor programs in Asian Studies, Russian, and East European Studies. Each major program requires at least twelve one-semester courses at upper-division levels. Departmental honors require successful completion of honors comprehensive requirements, posted at <http://fmwww.bc.edu/SL/KP-RS.html> and <http://fmwww.bc.edu/SL/KP-SL.html>.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the chairperson.

Students fulfilling the undergraduate Core requirement in Literature should consider Core offerings taught by members of the Department under the title SL 084 (EN 084) Literatures of the World.

Major in Linguistics

The focus of the Linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Typical areas of emphasis include philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition. A major in Linguistics prepares students for a wide array of careers including education, law, publishing, speech pathology, government service, and computer science.

- SL 311 General Linguistics
- SL 344 Syntax and Semantics
- SL 367 Language and Language Types
- Two courses of a philological nature on the detailed structure of a language; see listing of courses at <http://fmwww.bc.edu/SL/KP-LG.html>
- Five additional courses drawn from Departmental offerings, supplemented by approved language-related courses in other departments

Linguistics majors should have proficiency in one foreign language and competence in at least one other language at a level appropriate to their career plans. Some exposure to a non-Indo-European language is desirable (e.g., Chinese, Japanese, Korean, Hebrew—all of which are taught within the Slavic and Eastern Languages Department). Students who wish to pursue Departmental Honors must register in their final semester for SL 401 AB Comprehensive: Linguistics.

Major in Russian

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and the ability to comprehend and analyze important aspects of Russian literature and culture.

The requirements for majors in Russian are as follows:

Track 1 Russian Language and Literature (ten courses)

- Three (3) courses in Russian grammar, composition, and stylistics beyond the intermediate level
- Three (3) courses in Russian literature, including one pre-twentieth century and one post-nineteenth century
- One (1) course in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- Three (3) electives in Russian literature or advanced Russian linguistics (list of approved courses posted on Department website)

Track 2 Russian Culture and Civilization (ten courses)

- One (1) course in Russian Civilization
- Two (2) courses in Russian beyond the intermediate level
- Two (2) courses in Russian literature
- Five (5) electives from Slavic offerings, of which at least three (3) must be in Russian literature or culture or social sciences

The Department also recommends at least two courses from related areas in other departments, e.g., in Russian history, art, political science, economics, philosophy, or theology.

Major in Slavic Studies

The interdisciplinary major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe. The normal program for this major requires the following:

- Two (2) courses in a Slavic language at or above the intermediate level
- One (1) course in Slavic civilizations
- Two (2) courses in a Slavic literature
- Two (2) courses in Slavic history or social sciences
- Three (3) electives in general Slavic studies

Minor in Asian Studies

This interdisciplinary minor requires:

- One (1) introductory course, usually Far Eastern Civilizations (SL 263)
- One (1) course in Asian history or political structure or diplomacy
- Two (2) courses in an Asian language beyond the elementary level
- Two (2) approved elective courses in Asian Studies from related areas such as art history, philosophy, theology, political science, literature, or a second Asian language. One of these electives may be a directed senior research paper on an approved topic.

Minor in East European Studies

- One (1) introductory course: either Russian Civilization (SL 284) or Slavic Civilizations (SL 231)
- One (1) additional course in Russian or East European history or politics
- Two (2) courses in Russian or another East European language at or above the intermediate level
- Two (2) approved elective courses from related areas such as art history, economics, film studies, literature or language, philosophy, or theology. One of these electives may be a directed senior research paper on an approved topic.

Minor in Russian

- Two (2) courses in Russian at or above the intermediate level
- Two (2) courses in Russian literature; one pre-twentieth century and one post-nineteenth century
- Two (2) courses in Russian literature or linguistics

BC/IRL St. Petersburg Program

The Department offers a program of upper-division courses in St. Petersburg at the prestigious Institut russkoj literatury (Pushkinskij dom) of the Russian Academy of Sciences. Boston College undergraduate tuition covers up to five courses per semester in this program, air travel, private room and board with a Russian family, a cultural activity program, and Russian peer tutors. Details on this BC/IRL study program are available from the Department. Course work is in Russian and requires prior language preparation through the high-intermediate level.

English for Foreign Students

The Department offers a number of elective and Core-level courses of English language and literature for foreign students enrolled at Boston College (SL 117-120) as well as linguistics courses for training teachers of English to foreign students.

Information for Study Abroad

The Slavic and Eastern Languages Department requires, in general, at least two years of language study, in addition to course work (tailored to the individual student's program of study) which provides cultural orientation. Since the Department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

The Department oversees a program in St. Petersburg at the Institut russkoj literatury of the Russian Academy of Sciences, which is of particular interest to Russian and Slavic Studies majors. Students are channeled through the staff of the Dostoevsky Museum, whose faculty then arranges other courses, if necessary, through a network of scholars in other fields. Students majoring in Linguistics may profit from any number of study abroad opportunities, depending on what specific language(s) they elect to focus on. Students majoring in Asian Studies have participated to great advantage in a variety of different study abroad opportunities located in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages majors should obtain department course approval before going abroad. For the St. Petersburg program, students should meet with Professor M.J. Connolly. For other programs, see the Director of Undergraduate Studies (also M.J. Connolly) or Cynthia Simmons, Chairperson. In all cases, students should consult with the relevant faculty members, depending on their language and area of expertise (e.g., students planning to study in Japan should consult with the Japanese teaching faculty; students going to the Balkan area should consult with faculty in Slavic Studies, etc.).

Graduate Program Description**Program Overview**

The Department administers three different Master of Arts degree programs:

- Russian Language and Literature
- Slavic Studies
- General Linguistics

Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education.

Each semester the Department offers a program of high-level graduate courses in St. Petersburg at the prestigious Institut russkoj literatury (Pushkinskij dom) of the Russian Academy of Sciences. Full-time Boston College graduate tuition covers four courses in this program, air travel, private room and board with a Russian family, and a full cultural activity program. Details on this BC/IRL study/research program are available from the Department or at <http://fmwww.bc.edu/sl/KP-IRLgr.html>.

Each summer the Department, in cooperation with Indiana University and the University of Wisconsin/Madison, offers in St. Petersburg a program of two concurrent six-week graduate-level courses on Dostoevskij for qualified post-graduate undergraduates. The program operates with the support of the Dostoevskij Museum and the Institut russkoj literatury (Pushkinskij dom) of the Russian Academy of Sciences. Tuition for two Boston College graduate courses also covers air travel, private room and board with a Russian family, and a full cultural activity program. Details on this BC/IRL study/research program are available from the Department or at <http://fmwww.bc.edu/sl/KP-Dost.html>

Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses structural, semiotic, and philological techniques with an emphasis on the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in linguistics, and have done introductory work in the intended areas of concentration (e.g., psychology, speech therapy, mathematics).

Slavic Studies and Linguistics programs involve a significant proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required.

Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC/IRL St. Petersburg program or Dostoevskij summer program.

Degree Requirements

All M.A. programs require:

- A minimum of ten one-semester courses (30 credits) in prescribed graduate-level course work
- Three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent
- Two special field examinations
- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student

Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (six credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

English for Foreign Students

The Department offers a number of specialized courses of English language and literature for foreign students enrolled at Boston College (SL 117-120) as well as linguistics courses for training teachers of English to foreign students.

Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

SL 003-004 Elementary Russian I and II (Fall/Spring: 4)

Corequisite: SL 013-014 Elementary Russian Conversation I and II

A course for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

Elena Lapitsky

SL 007-008 Introduction to Arabic I and II (Fall/Spring: 3)

An introduction to the study of literary and formal spoken Arabic. The course is designed to simultaneously develop the fundamental skills of reading ability, aural comprehension, oral and written self-expression through exercises in pronunciation, grammar, and reading.

Safaa A. Shaheen

SL 009-010 Elementary Chinese I and II (Fall/Spring: 4)

An introduction to the fundamentals of modern Chinese (Mandarin *putonghua*) grammar and vocabulary. Exercises practiced in the course include pronunciation and sentence structure, development of basic conversation, reading, and character writing skills. Additional language laboratory work is required.

Yao Hong

SL 013-014 Elementary Russian Conversation I and II (Fall/Spring: 0)

Corequisite: SL 003-004

All students registered in SL 003 Elementary Russian I must also choose one section of this corequisite drill.

The Department

SL 023-024 Elementary Japanese I and II (Fall/Spring: 4)

An introduction to the study of Modern Japanese. The course is designed to simultaneously develop the fundamental skills of reading ability, aural comprehension, oral and written self-expression.

Kazuko Oliver

SL 031-032 Introduction to Korean I and II (Fall/Spring: 3)

An introduction to the study of Modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression. Exercises in pronunciation, grammar and reading. An additional language laboratory drill available.

Hyang-sook Yoon

SL 035-036 Introduction to Bulgarian I and II (Fall/Spring: 3)

A course for beginners in standard modern Bulgarian intended to develop reading, writing, and speaking abilities as well as to introduce the students to Bulgarian culture. The study of language structure is based on comparisons with English and Slavic languages. Students who complete this course qualify for free tuition, room and board at the Summer Language and Culture Program at Sofia University, Bulgaria.

Mariela Dakova

SL 037-038 Introduction to Hebrew I and II (Fall/Spring: 3)

Cross listed with TH 037-038

Offered Biennially

A course for beginners in Hebrew, with attention to both Biblical and modern Israeli Hebrew. The course is intended to develop the ability to read the Hebrew Bible and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills.

Zehava Carpenter

SL 045-046 Continuing Bulgarian I and II (Fall/Spring: 3)

Prerequisite: SL 036 or equivalent

Completion of this course satisfies the undergraduate language-proficiency requirement

Offered Biennially

The course is designed to develop active language skills through intensive communication exercises and translation. It provides a review of major difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles.

Mariela Dakova

SL 051-052 Intermediate Russian I and II (Fall/Spring: 4)

Prerequisite: SL 004 or equivalent

Corequisite: SL 055-056

Completion of this course satisfies the undergraduate language-proficiency requirement

This course provides a review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase, and analysis of selected Russian texts.

Elena Lapitsky

SL 055-056 Intermediate Russian Conversation I and II (Fall/Spring: 0)

Corequisite: SL 051-052

The Department

SL 061-062 Intermediate Chinese I and II (Fall/Spring: 4)

Prerequisite: SL 010 or equivalent

Completion of this course satisfies the undergraduate language-proficiency requirement.

This course is a continuation of course work in spoken and written modern Chinese (Mandarin *putonghua*) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.

Hu Ying

SL 063-064 Intermediate Japanese I and II (Fall/Spring: 4)

Prerequisite: SL 024 or equivalent

Completion of this course satisfies the undergraduate language-proficiency requirement.

This course is a continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing.

Makoto Takenaka

SL 065-066 Continuing Arabic I and II (Fall/Spring: 3)

Prerequisite: SL 008 or equivalent

Conducted mostly in Arabic

Completion of this course satisfies the undergraduate language-proficiency requirement

This course is a continuation of course work in reading and writing literary Arabic, with coextensive conversation practice.

Safaa A. Shaheen

SL 075-076 Continuing Korean I and II (Fall/Spring: 3)

Prerequisite: SL 032 or equivalent

Conducted mostly in Korean

Completion of this course satisfies the undergraduate language-proficiency requirement

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice.

Hyang-sook Yoon

SL 118 Essentials of English Composition (for foreign students) (Fall: 3)

Cross listed with EN 118

Exclusively for students whose native language is not English

Enrollment by placement test only

This course is an extensive practice in the writing and editing of academic prose. Emphasis on sentence structure and paragraph development as well as on the rhetorical strategies used in academic essays. Review of selected topics in English grammar. This course prepares foreign students for Core-level English writing and literature courses.

The Department

SL 119 The Craft of Writing (for foreign students) (Fall/Spring: 3)

Cross listed with EN 119

Satisfies Writing Core Requirement

Exclusively for students whose native language is not English

Enrollment by placement test only

This course provides further practice in the writing of academic essays and exposure to English rhetoric, with emphasis on written analysis and the logical support of ideas. Attention to skills such as paraphrase, summary, critical synthesis, and documentation.

Susan McEwen

SL 120 The Study of Literature (for foreign students) (Spring: 3)

Cross listed with EN 120

Satisfies Literature Core Requirement

Exclusively for students whose native language is not English

Enrollment by placement test only

The close and critical reading of key works of English literature with special attention to the richness of English language expression contained in them. Training in the rapid reading of more difficult literary texts, in writing a *precis* of a literary passage, and in becoming alert to the expressive devices that characterize English prose and poetry.

Susan McEwen

SL 148 Middle Eastern and Modern Arabic Literature (Spring: 3)

Conducted entirely in English

No prior knowledge of Arabic is required.

This course is devoted to twentieth-century Middle Eastern and modern Arabic literature in translation. Novels and short stories of influential authors, including Arab women writers, will be examined. The works will deal with political, geographical, cultural, social, and religious issues shaping multiple identities in the modern period. Special attention will be given to questions of education, gender, poverty, family, war, assimilation, and nationalism.

The Department

SL 157-158 Praktika russkoj rechi I and II (Fall/Spring: 3)

Prerequisite: SL 052 equivalent

Conducted in Russian

Completion of this course satisfies the undergraduate language proficiency requirement

This course is a special practicum for the development of active skills in Russian. Extensive vocabulary work, grammar drills, conversation, *pereskaz* and composition.

Cynthia Simmons

SL 167-168 Nihon no kokoro I and II (Fall/Spring: 3)

Prerequisite: SL 064 or equivalent

Conducted in Japanese

This course is a special practicum in Japanese which takes post-intermediate students to the heart of Japanese language and culture including honorifics and conjugation patterns; dialects, *kanji*, and untranslatable expressions; reading literature, including poetry and folk tales; catching the essence of a newspaper article; understanding videos, *anime*, and popular culture; business vocabularies and situations; interviews; auditions; resumes; official letters; greetings; and forms of courtesy.

Makoto Takenaka

SL 205 Tolstoy and Dostoevsky (in translation) (Fall: 3)

Cross listed with EN 303

All readings in English translation

Conducted entirely in English. For a Russian-language version of this course see SL 308.

This course is a comparative study of two giants of world literature, with their opposing perceptions of reality, art, and civilization. A reading of their principal novels and short prose, with a focus on psychological, moral, and religious questions and in light of twentieth-century literary theory.

Maxim D. Shrayner

Cynthia Simmons

SL 223 Twentieth-Century Russian Literature (in translation)

(Fall: 3)

Cross listed with EN 228

Conducted entirely in English

All readings are in English

Offered Biennially

Study of major landmarks of Russian literature, in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.

Maxim D. Shrayner

Cynthia Simmons

SL 227 Advanced Russian Grammar (Fall: 3)

Prerequisite: SL 158 or equivalent

Conducted in Russian

Intensive and increasingly rapid reading of difficult Russian texts, translation from English into Russian, correct expository composition, and a review of fine points of Russian grammar.

Maxim D. Shrayner

SL 249 Women at War and for Peace in Eastern Europe (Spring: 3)

This course is a study of the intersection of gender, ethnicity, and ideology in the World Wars in Eastern Europe and the recent Yugoslav wars. In World War I women confronted their duties to nation against the backdrop of an on-going struggle for equality. In World War II women in Communist Eastern Europe were liberated by their nations' ideology to fight, against tradition, on all fronts.

More recently in former Yugoslavia, women, particularly Bosnian Muslim women, flouted tradition in a different way—by organizing and fighting for peace.

Cynthia Simmons

SL 262 Gods and Heroes in Far Eastern Literatures (in translation) (Spring: 3)

Satisfies Cultural Diversity Core Requirement

All readings in English translation

This course examines, through illustrative readings in East Asian masterworks and through an accompanying analysis, of heroic and divine dimensions in the literary traditions of the major East Asian cultures, of how the Far East understands the Divine and the Human, of how these interact on the battlefield, in the rise and fall of governments, and in the tensions between individual and society.

Li Zhuqing

SL 263 Far Eastern Civilizations (Fall: 3)

Required for Asian Studies minors

All readings in English translation

Satisfies Cultural Diversity Core requirement

This course is an overview of the modern and ancient cultures of the Far East with emphases on China, Japan, and Korea through selected illustrative topics from history and politics, social structures and economy, philosophy and religion, language and literature, and to some extent, art and archaeology.

Li Zhuqing

SL 272 War and Peace in Yugoslavia (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Offered Biennially

This course is a study of the numerous differences—ethnic, religious, historical, and linguistic—that have characterized the former Yugoslavia as an area situated at the crossroads of east and west as they have been reflected in major literary works and one socio-historical source (on the Yugoslav wars). A consideration of the influence of literature on the conflicting concepts of nationalism and multi-ethnicity will be studied.

Mariela Dakova

Cynthia Simmons

SL 280 Society and National Identity in the Balkans (Spring: 3)

Cross listed with SC 280

Satisfies Cultural Diversity Core Requirement

Offered Biennially

This course is an overview of ethnic, cultural and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks and gypsies {Roma}). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity, culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.

Mariela Dakova

SL 286 Exile and Literature (Fall: 3)

Cross listed with EN 252

All classes and readings are in English

Exile has become a metaphor aptly describing the plight of artists in the twentieth century. "All writers emigrate to their art and stay therein," Vladimir Nabokov once stated. What are some of the aesthetic and spiritual conditions that define a writer in exile? We shall attempt to answer this question by reading and discussing works by such remarkable literary figures as Brodsky, Berberova, T.S. Eliot, Kundera, Nabokov, Naipaul, and Gertrude Stein.

Maxim D. Shrayner

Undergraduate and Graduate Course Offerings**SL 284 Russian Civilization (Spring: 3)****Conducted Entirely in English**

This course is a survey of various parameters of Russian cultural identity, covering a period from approximately the year 800 c.e. to the present. Special attention will be paid to folklore, religion, literature, and intellectual history.

Thomas Epstein

SL 308 Dostoevskij and Tolstoj (Fall: 3)**Conducted in Russian**

A study and analysis of realism in the works of two of Russia's most influential writers with readings and selected criticism.

Maxim D. Shrayner

Cynthia Simmons

SL 311 General Linguistics (Fall: 3)**Cross listed with EN 527**

This course is an introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

M.J. Connolly

SL 322 The Structure of Modern Russian (Fall: 3)

Prerequisite: A basic knowledge of Russian grammar.

Offered Biennially

This course provides a coverage of specific topics in the linguistic analysis of the modern literary language, especially phonological structure, accentuation, and morphological patterning.

M.J. Connolly

SL 323 The Linguistic Structure of English (Fall: 3)**Cross listed with EN 121****Offered Biennially**

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, and properties of discourse.

Margaret Thomas

SL 324 The History and Structure of Latin (Fall: 3)

Prerequisite: Prior study of Latin

Cross listed with CL 286**Offered Biennially**

This course is an introduction to the phonological, morphological, and syntactic structures and history of Latin from the earliest inscriptions through the classical and medieval periods up to neo-Latin.

M.J. Connolly

SL 357 History and Structure of the Chinese Language (Spring: 3)

Prerequisites: A knowledge of Chinese is not necessary, but some acquaintance with Linguistics will be helpful.

A structural linguistic analysis of standard literary Chinese (Mandarin or puthonghua) in its phonological components and syntactic structures. The structure of the traditional Chinese writing systems, the nature of Chinese dialects, the development of Chinese from its earliest periods, and the historical reconstruction in Chinese will be studied.

Zhuqing Li

SL 362 Language in Society (Fall: 3)**Cross listed with EN 122/SC 362****Offered Biennially**

An introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; and the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy will be studied.

Margaret Thomas

SL 367 Language and Language Types (Spring: 3)

Prerequisite: SL 311/EN527 and at least one other course in Linguistics recommended

Cross listed with EN 127**Offered Biennially**

How are human languages similar, and how are they different? What factors control the attested range of cross-linguistic variation? Focus is on morphological and syntactic data, with some discussion of the genetic (historical) relationships among the world's languages, and of methodological problems facing modern linguistic typologies.

Margaret Thomas

SL 370 Anthropological Linguistics (Spring: 3)**Cross listed with SC 369**

This course studies language variation and use in relation to human cultural patterns and beliefs using anthropological and linguistic insights. Primitive languages and the superiority of other languages; language typologies; the magic of language, tabu, and naming; language and identity, language and reality, language and thought.

Victor Manfredi

SL 375 Jewish Writers in Russia and America (Spring: 3)**Cross listed with EN 175****All readings and classes conducted in English.**

The experience of Jewish writers living in Russia and America from the 1880s until the present, examined through prose, poetry, drama and memoirs written in English or translated into English from Russian, Yiddish, and Hebrew. The responses of Jewish writers to Zionism, the Russian Revolution, and the Holocaust with attention to anti-Semitism, emigration, limits of assimilation, and the future of Jews in Russia and America. The works of authors such as Annensky, Babel, Bagritskii, Bellow, Bialik, Erenburg, Malamud, Arthur Miller, Ozick, Philip Roth, Sholom Aleikhem, Tchernichowski, and Ulitskaia.

Maxim D. Shrayner

SL 378 Second Language Acquisition (Spring: 3)**Cross listed with RL 495**

This course is an introduction to modern research on the acquisition of a foreign or second language, including discussion of the interlanguage hypothesis; the Monitor Model; language universals (generative and Greenbergian); the role of the native language; debate about "input and interaction," and differences between child and adult language learning. The course centers on the analysis of second-language grammar and morphology, with some treatment of phonology, the lexicon, discourse, and on affective and social factors bearing on second language learning.

Margaret Thomas

Graduate Course Offerings

SL 575 Seminar: Nabokov (Spring: 3)

Cross listed with EN 775

Open to undergraduates by permission of instructor only

The bilingual and bicultural achievement of Vladimir Nabokov. A polemical examination of Nabokov writings, with particular attention to connections among his aesthetics, ethics, and metaphysics and to issues of gender, sexuality, authorship, and exile. Readings include selected Russian and English novels and short stories, as well as poetic, autobiographic, and discursive works. All readings are in English.

Maxim D. Shrayner

SL 888 Interim Study (Fall/Spring: 0)

The Department

Sociology

Faculty

Severyn T. Bruyn, *Professor Emeritus*; A.B., A.M., Ph.D., University of Illinois

John Donovan, *Professor Emeritus*; Ph.D., Harvard University

Charles K. Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

Lisa Dodson, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

William A. Gamson, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

Jeanne Guillemín, *Professor*; A.B., Harvard University; A.M., Ph.D., Brandeis University

Sharlene J. Hesse-Biber, *Professor*; A.B., A.M., Ph.D., University of Michigan

Lynda Lytle Holmstrom, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, *Professor*; A.B., Harvard College; Ph.D., New York University

Ritchie P. Lowry, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

Stephen J. Pfohl, *Professor*; Chairperson of the Department; B.A., The Catholic University of America; M.A., Ph.D., Ohio State University

Catherine Kohler Riessman, *Research Professor*; B.A., Bard College; M.S.W., Yeshiva University; Ph.D., Columbia University

Paul G. Schervish, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Juliet B. Schor, *Professor*; B.A., Wesleyan University; Ph.D., University of Massachusetts

Diane Vaughan, *Professor*; B.A., M.A., Ph.D., Ohio State University

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Patricia Chang, *Associate Research Professor*; B.A., University of California, Berkeley; M.A., Ph.D., Stanford University

Paul S. Gray, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Seymour Leventman, *Associate Professor*; A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Eva Marie Garrouette, *Assistant Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

Robert Kunovitch, *Assistant Professor*; B.A., Miami University; M.A., Ohio State University

Kerry Rockquemore, *Assistant Professor*; B.A., Michigan State University; M.A., Ph.D., University of Notre Dame

Departmental Notes

- Administrative Secretary: Jean Lovett, 617-552-8412, jean.lovett@bc.edu
- World Wide Web: <http://www.bc.edu/schools/cas/sociology/>
- E-mail address is as follows: sociolog@bc.edu

Undergraduate Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interactions. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, law, industrial organization, education, etc. The sociological perspective and the technical knowledge and skills developed in this program contribute to personal growth and are useful in a broad range of occupations.

Courses numbered SC 001 through SC 097 are part of the Core. These courses address a wide range of important sociological themes ranging from the study of major social institutions, such as the family, religion, education, mass media, the workplace, and justice system, to the analysis of global social processes including culture, identity formation, war and peace, deviance and social control, aging, social movements, and inequalities in the areas of race, class, and gender.

Core Offerings

For non-majors, courses in the range SC 001 through SC 097 satisfy the Social Science Core requirement.

Major Requirements

Sociology majors are required to take a minimum of ten courses for a total of 30 credits.

Either Introductory Sociology (SC 001) or preferably the Introductory Sociology section designated specifically for Sociology majors.

Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required. It is recommended that Statistics be taken before Research Methods. Please note: If a sociological statistics course is to be taken at another college or university, department permission is required. In addition, the student must demonstrate that this course has a computer component to it. For details consult Professor Michael A. Malec.

Any of the required courses above may be taken concurrently with the six required electives numbered SC 002 or above. Of the six electives, at least three (3) must be Level III courses (SC 299 or higher).

Honors Program

The undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.3 GPA, 3.5 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with three faculty and other students in the program. The courses include reading the most engaging classics of sociological research, the design of the student's own project, and, in the last semester of senior year, gathering and analyzing the data, then writing the thesis. For details, consult Professor David A. Karp.

Information for First Year Majors and Non-Majors

Sociology majors are required to take a minimum of ten courses for a total of thirty credits. SC 001 Introductory Sociology is required for majors.

For non-majors, courses from SC 001 through SC 097 provide Social Science Core credit.

Information for Study Abroad

Although the Sociology Department designates no particular prerequisites, the Department strongly recommends that students have completed at least five courses in sociology, including all of the required courses (Statistics, Methods, Theory), prior to going abroad.

There are no official limits as to how many courses taken abroad will count toward major credit. Courses taken overseas in a department of sociology or anthropology of a BC-approved program will almost always be accepted for credit towards the Sociology major. Courses taken in other departments will not be considered unless a syllabus, reading list, and list of other course requirements are submitted. However, the Department recommends not more than three courses in any one semester or five courses in a full year. All Sociology majors should consult with Professor Michael Malec, McGuinn 402, when planning their study abroad program.

Internship

The Department offers internship placements in court probation offices and other legal settings, and in settings designed for students who wish to acquire practical work experience in human services, political or social research, or social policy agencies. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where Sociology majors may find employment after graduation. For details, consult Professor John B. Williamson.

Dual Master's Degree with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years.

B.A./M.A. Program Admission

Application normally takes place early in the second semester of the junior year. The usual deadline each year is February 1. The applicant must submit the same admissions materials as are required of all graduate degree applicants. These are obtained from the Graduate School of Arts and Sciences, McGuinn 221.

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after five semesters, of at least 3.33 with at least a 3.5 GPA in Sociology courses. For details, consult the Director of Undergraduate Studies, Professor David A. Karp.

B.A./M.S.W Program

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The master's degree will be awarded one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult the Director of Undergraduate Studies, Professor David A. Karp.

Graduate Program Description**Master's Program**

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate-level study toward the Ph.D.

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Graduate School of Arts and Sciences, Admissions Office, McGuinn 221.

Master's Degree Requirements: (1) Thirty credit hours, (2) theory proseminar (two semesters), (3) advanced research methods, (4) bivariate and multivariate statistics (two semesters), and (5) a master's paper or thesis, and oral defense.

Doctoral Program

Admissions: The Ph.D. program is organized around the theme, Social Economy and Social Justice: Gender, Race, and Class in a Global Context. The program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. With the pursuit of social justice as an overarching theme, the program prepares students for careers as university and college faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations. The primary criteria for admission are academic performance and promise of outstanding independent work. See also master's statement above.

Ph.D. Degree Requirements: (1) Twenty-four (24) credit hours above the M.A. level including one additional methods or statistics course; (2) one year residency; (3) Ph.D. qualifying examination; and (4) dissertation and oral defense.

M.B.A./Ph.D. Program (M.B.A./M.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers, providing them with a systematic understanding of the business and work place environment and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations.

Financial Assistance

The Department has a limited number of cash awards in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program assured of receiving funding. Awards are made on the basis of academic performance, experience and skill, as well as Department needs. Applications should be made to the Department's Graduate Admissions Committee.

The Sociology Department's e-mail address is sociolog@bc.edu

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

SC 001 Introductory Sociology (Fall/Spring: 3)

Prerequisite: If you are a Sociology major and have already taken SC 100 do not take this course.

Satisfies Social Science Core Requirement

Although the content will be the same as a regular introductory course, the class will be limited in size and will emphasize class

participation. The class will introduce students to the most essential concepts, ideas, theories, and methods of the discipline. The goal of class discussion, lecture, and readings will be to convey the distinctive features of the sociological imagination. We will deal with fundamental questions about what it means to be a human being living in a society at a given moment in history.

David Karp

Ritchie Lowry

The Department

SC 003 Introductory Anthropology (Fall: 3)

Satisfies Cultural Diversity Core Requirement

This is a survey course designed to familiarize students with basic concepts in social anthropology. These include traditional versus modern notions of the community, religion, economics and politics.

Jeanne Guillemin

The Department

SC 008 Marriage and the Family (Fall: 3)

Satisfies Social Science Core Requirement

May be taken as part of the Women's Studies minor.

This course analyzes sociological theories and research on the family with particular attention to (1) the family and the broader society; (2) changes in gendered expectations and behavior; (3) comparisons of family life by gender, social class, and race; (4) the family and the life cycle; (5) contemporary alternatives to the good provider/cult of domesticity family common between 1830 and 1980; and (6) policy.

Lynda Lytle Holmstrom

SC 015 Political Sociology (Fall: 3)

Matt Gregory

SC 021 The Question of Consumer Society: Shop 'Til You Drop (Spring: 3)

This course addresses long-standing debates about consumer society: How does advertising work? Are consumers manipulated by marketing? Why are consumer choices so important in the constitution of identity? How is consumption affecting the environment? How is consumer culture going global? Special attention will be paid to the ways in which consumer culture structures division by class, gender, and race. Content includes readings by Adorno and Horkheimer, Galbraith, Friedan, Bourdieu, Vebleu, Baudrillard, Hooks, Bordo, and others.

Juliet B. Schor

SC 022 Sociology of Crime and Punishment (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Students are introduced to the sociological perspective through the window of crime and punishment. We examine the historic search for the causes of crime, ranging from nineteenth century England and Italy to twentieth century America. We consider the sources, strengths, and weaknesses of each theory and the strategies for controlling it generated. The second half of the course focuses on patterns of criminal behavior including homicide, rape, property crime, family violence, and corporate crime. For each, we will discuss what theory best explains it and what might be an appropriate strategy for controlling or eliminating it.

Patricia Bergin

Edward Skeffington

Diane Vaughan

SC 024 Gender and Society (Fall/Spring: 3)

Satisfies Social Science Core Requirement

This can be taken as part of the Women's Studies minor.

This course explores the formation, experience, and change of women and men's social lives in history. Its topics include (1) gendered differences in the organization of power, kinship, economic

well-being, race, national identity and ethnicity, religion, sexuality, and culture; (2) socialization into masculine and feminine social roles; (3) the impact of global economic and technological change on social constructions of gender; (4) gender, popular culture and the mass media; and (5) gender equality and social justice.

The Department

SC 026 Consumer Society Discussion Group (Spring: 0)

Corequisite: SC 021

This is a discussion group that is taken along with SC 021 Consumer Society/Shop 'Til You Drop.

SC 028 Love, Intimacy, and Human Sexuality (Fall/Spring: 3)

Satisfies Social Science Core Requirement

May be taken as part of the Women's Studies minor.

This course draws on sociological and anthropological sources included in theories of identity formation, marriage and family, and gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, and fail. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love.

The Department

SC 030 Deviance and Social Control (Fall/Spring: 3)

Satisfies Social Science Core Requirement

May be taken as part of the Women's Studies minor.

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized, and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study, and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.

Stephen J. Pföhl

SC 040 Global Sociology (Spring: 3)

This is an introductory course to the global political-economy. The course will cover the major theoretical approaches addressing international development. We will examine their relevance to contemporary issues such as poverty, inequality, and globalization in the capitalist world-economy. The first part of the course is dedicated to an overview of the different theoretical approaches. The second part will compare the developmental processes of Southeast Asia and Latin America in relation to the development of the United States.

Ramon Grosfoguel

SC 041 Race Relations (Fall/Spring: 3)

Cross listed with BK 151

Satisfies Cultural Diversity Core requirement

This course examines race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, and racial and ethnic ideologies in relation to processes of social change.

The Department

SC 043 Introduction to African-American Society (Fall/Spring: 3)

Cross listed with BK 155

Satisfies Cultural Diversity Core requirement

This is an introduction to studies of African peoples in the Americas as revealed in the literature of the social and behavioral sciences. This survey of African-Americans is not chronological, but topical. Starting with a working definition of culture, the survey

radiates outward from views on family to those on activities in the community. The nexus of politics and religion is covered. The survey concludes with perspectives of change.

Kerry Ann Rockquemore

SC 044 Global Ethnic Conflict (Fall/Spring: 3)

Satisfies Social Science Core requirement

The major topics of discussion include: sources of ethnic conflict, consequences of ethnic conflict, conflict prevention and resolution, and attaining justice. We will seek answers to the following questions (and many others): what is new about violent conflict in the post-Cold War era, is nationalism always bad, do development and world capitalism generate ethnic conflicts, do ethnic nationals abroad contribute to ethnic conflict at home, and how are states limited in their ability to prevent ethnic conflict?

Robert Kunovich

SC 046 Technology and Society (Fall: 3)

Satisfies Social Science Core Requirement

In an accelerated global culture driven forward by dramatic developments in technology, no aspect of culture and society is left undisturbed. Electronic voting, digital communication technologies, and work-related technologies all raise new questions of ethics, privacy and social responsibility, and impact how individuals prepare for employment, structure their daily lives, and think about the future. This course is designed to enable students to focus on the experiential aspects of where technologies intersect with their lives.

Ted Gaiser

SC 049 Social Problems (Fall/Spring: 3)

Satisfies Social Science Core Requirement

This course will examine the connection between popular myths, social scientific paradigms, and social policies related to various social problems such as war, poverty, environmental pollution, racial and gender discrimination, addiction and crime. We will look for the reasons why so many private/public programs fail because of inappropriate myths and paradigms. We will also examine the usefulness of newly emerging and alternative interpretations and paradigms, particularly those that are based on a historical, cultural, and critical perspective.

Ritchie Lowry

SC 072 Inequality in America (Fall/Spring: 3)

This course can be taken as part of the Women's Studies minor.

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or women, and by people of color or Caucasians.

Eve Spangler

The Department

SC 078 Sociology of Health and Illness (Fall: 3)

Satisfies Social Science Core Requirement

Either SC 078 or SC 154 (not both) will count towards Sociology major requirements.

This course will provide an introduction to the sociology of health and illness. Sociological principles and perspectives will be applied to a variety of topics including the experience of illness, the social and cultural factors of health and disease, and the institutional structures of medicine.

The Department

SC 079 Social Psychology (Fall: 3)

This Core course provides an overview of social psychology, which is the study of how a person's thoughts, motives, feelings and actions affect and are affected by other people. Major topics include person perception, nonverbal and spoken communication, attitudes and attitude change, prejudice and discrimination, interpersonal attraction, intimate relationships, helping behavior, aggression, social influence and conformity, persuasion, group processes, organizations and business, law, health, territoriality, and crowding. Theories considered are genetic theory and sociobiology, learning theory, cognitive theory, psychoanalytic theory, and role theory.

The Department

SC 084 Mass Media in American Society (Fall: 3)

Satisfies Social Science Core Requirement

The purpose of this course is to increase the understanding of how the mass communication system operates in American society, and of how and why media products take the form that they do. It focuses on the production of news rather than entertainment or advertising. The course illustrates two more general sociological approaches—social construction and political economy.

The Department

SC 092 Peace or War (Fall/Spring: 3)

We analyze issues of war and peace before and after the Cold War, focusing on U.S. wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other U.S. conflicts. In the third part, we focus on more recent wars, including the Gulf War and humanitarian interventions in Haiti, Bosnia, and Kosovo. The fourth section explores the United Nations, social activism among students, and other routes to peace.

Charles Derber

SC 093 Comparative Social Change (Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course is an introductory level examination of social change, viewed from a theoretical, historical, and contemporary perspective. Significant trends in the United States are analyzed within a world wide context. These issues include the following: the decline of community, the impact of technology, the globalization of the economy, the persistence of inequality, the rise of "new" social movements, and the end of the Cold War. A critical examination of one's role as worker, consumer, family member, and citizen is encouraged.

Paul S. Gray

SC 121 Professional Criminals (Spring: 3)

Paul Camacho

SC 133 Women, Crime, and the Law (Fall: 3)

This course explores women's experiences with crime and the law. Topics include the combined impact of race, class, gender, and sexual orientation on the criminal justice system, women offenders, pornography, prostitution, substance abuse during pregnancy, violence against women, and women's incarceration. While focusing on women's experiences, the course encourages a dialogue between women and men about such matters as rape, domestic violence, and workplace inequality, as these affect both women and men. This course aims at providing an environment that is conducive to learning, exchanging ideas, and acquiring a sociological understanding of gendered aspects of crime and criminal justice.

The Department

SC 144 Legal and Illegal Violence Against Women (Fall: 3)
May be taken as part of the Women's Studies minor

This course will analyze the use of violence and the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics. Strategies for change will also be discussed.

Lynda Lytle Holmstrom

SC 200 Statistics (Fall/Spring: 3)

Required for Sociology majors

This course is an introduction to statistics, and the emphasis is on the use of the computer facilities, the VAX, and programming in SPSS. Statistical issues covered include measures of central tendency, measures of dispersion, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

Michael Malec

The Department

SC 210 Research Methods (Fall/Spring: 3)

Required for the Sociology major

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the interplay of data method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.

Paul Gray

The Department

SC 215 Social Theory (Fall/Spring: 3)

Required for the Sociology major

This course reviews the major lines of classical to contemporary sociological theory. The classical writers emphasized are Marx, Weber, and Durkheim. Twentieth-century authors highlighted include Mills, Dahrendorf, and Parsons. More contemporary figures, including Collins, Bordieu, Foucault, and Giddens are presented in the context of their intellectual forebears.

Eve Spangler

The Department

SC 225 Introduction to Feminisms (Fall/Spring: 3)

Cross listed with HS 148/EN 125/PS 125

This course is taught by Women's Studies faculty and undergraduate student teams under faculty direction to acquaint students with a large range of academic and life experience topics that have been affected by Women's Studies scholarship. After a preliminary meeting the class divides into 12-14 person seminars that meet once a week to discuss and study such issues as women's history, feminist theory, sex roles, socialization, gender, health, religion, work, literature, and essays by and about women. The course emphasizes participation and collective work on projects, and usually includes a continuing personal and readings-oriented journal.

Ellen Friedman

Sharlene Hesse-Biber

SC 242 Black Women and Feminism (Fall: 3)

Cross listed with BK 242

See course description in the Black Studies Department.

Elizabeth Hadley

SC 250 Perspectives on War, Aggression, and Conflict Resolution (Fall: 3)

Cross listed with PL 259/TH 327

This course is an interdisciplinary exploration of various alternatives to war evaluated on the basis of both practical and ethical cri-

teria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

Matthew Mullane

SC 268 The History and Development of Racism (Fall/Spring: 3)

Cross listed with BK 268/PL 268

Satisfies Cultural Diversity Core Requirement

See course description in the Black Studies Department.

Horace Seldon

SC 279 American Labor and Civil Rights Issues (Spring: 3)

Cross listed with BK 281

See course description in the Black Studies Department.

Christopher Nteta

SC 280 Social and National Identity in the Balkans (Spring: 3)

Cross listed with SL 280

Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages Department.

Mariela Dakova

SC 299 Reading and Research (Fall/Spring: 3)

Prerequisite: Permission of instructor

No more than two Readings and Research courses can be taken to fulfill the course requirements for the Sociology major.

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. This is not a classroom course.

The Department

SC 305 Capstone: Doing Well and Doing Good (Spring: 3)

Cross listed with UN 539

See course description in the University Courses section.

Eve Spangler

SC 348 Environmental Sociology (Spring: 3)

Providing a comprehensive overview of environmental problems and issues, this course focuses on the reciprocal relationship between humans and the natural environment. Topics to be covered include: (1) globalization, development, and environmental problems; (2) population growth and overconsumption; (3) tropical deforestation and global warming; (4) environmental justice movements; (5) sustainability, inequality, and social change; (6) environmental policies and politics; (7) energy and technology issues; and (8) migration and environmental refugees.

John Shandra

SC 399 Advanced Independent Research (Fall: 6)

Prerequisite: Permission of instructor

This is not a classroom course.

Stephen J. Pfohl

SC 500 International Studies Seminar (Fall: 3)

Cross listed with IN 550

This course is designed primarily for graduating seniors who are completing thesis requirements for the International Studies Major or Minor. Although taught in Sociology, the seminar will be interdisciplinary in focus. Seniors in International Studies are welcome regardless of their specialty or field of interest, although the main analytical concepts will be drawn from the social sciences.

Offered Periodically

Initially we shall be reading books and articles concerning broad, common themes in contemporary International Studies, including the "new world order," democratization, terrorism, tech-

nology and social change, trade and dependency, the clash of cultures, etc. In the second part of the course, students will present their own emerging ideas as their senior thesis projects take shape.

Paul S. Gray

SC 550 Important Readings in Sociology (Spring: 3)

Prerequisite: Permission of the department

This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?

David A. Karp

SC 555-556 Senior Honors Seminar (Fall/Spring: 3)

Prerequisite: Permission of the department

Only students who have been accepted into the Sociology Honors Program should enroll.

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

Paul Gray

Diane Vaughan

Undergraduate and Graduate Course Offerings

SC 310 Studies in Crime and Social Justice (Spring: 3)

Jessica Hedges

SC 331 Cyberspace/Cybersociety (Spring: 3)

The term cyberspace has migrated from the margins of science fiction to the common language of global culture. Rarely is the term interrogated for its epistemological and ontological assumptions. What does it mean to speak of cyberspace as space? This course is intended to interrogate the process of perception, embodiment, and social interaction through which cyberspace constructs different or multiple places or locations of identity in the social imagery of information based capitalism.

Andrew Herman

SC 345 Sociology of Religion (Fall/Spring: 3)

Offered Biennially

This upper division/graduate course reviews the major lines of classical and contemporary sociological thinking on religious consciousness and religious practice. The course will examine (1) classical statements on religion and consciousness by Hegel, Feuerbach, Marx, Durkheim, Simmel, Freud, and Weber; (2) contemporary theoretical initiatives in cultural studies, neo-Marxism, post-structuralism, and theology; and (3) current research studies on religion. Students in theology and religious studies are encouraged to participate.

Eva Garrouette

Paul Schervish

SC 362 Language in Society (Fall: 3)

Cross listed with EN 122/SL 362

Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages Department.

Margaret Thomas

SC 378 Introduction to Social Work (Fall/Spring: 3)

Cross listed with PS 600/SW 600

See course description in the Graduate School of Social Work.

The Department

SC 422 Internships in Criminology I (Fall/Spring: 3)

Prerequisite: Permission of instructor

Students are provided the opportunity to apply social and behavioral science material in a supervised field setting consistent with their career goals or academic interests. Internships are available following consultation with the instructor in court probation offices and other legal settings where practical exposure and involvement are provided. Students are encouraged to plan to participate during the full academic year to derive maximum benefit.

Edward J. Skeffington

SC 423 Internships in Criminology II (Fall/Spring: 3)

Permission of instructor

Optional continuation of SC 422 on a more intensive level.

Edward J. Skeffington

SC 468 Sociology of Education (Spring: 3)

Cross listed with ED 349

See course description in the Lynch School of Education.

Ted I. K. Youn

SC 491 Sociology of the Third World (Spring: 3)

This course provides a sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role of emerging institutions—political parties, bureaucracies, businesses, trade unions, armies, etc.—in meeting the challenges of dependency and modernization. Post-modern approaches are also presented. Detailed case studies are drawn from Rwanda, Afghanistan, and South Korea.

Paul S. Gray

The Department

SC 540-541 Internship in Sociology I and II (Fall/Spring: 3)

Prerequisite: Permission of instructor

Previously SC 340-341

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, to make sure that they will be available at the time the seminar will meet, and to receive the details about the course and placements.

John B. Williamson

SC 543 Danger and Risk: The Politics of Bodily Harm (Fall: 3)

From Ebola virus to bioterrorism, scenarios of death and physical danger are promoted in the American media. How can the public distinguish between actual and exaggerated risks? Three categories of threat—epidemics of infectious disease—provide the framework for analyzing how some fright scenarios become newsworthy political issues, while other hazards are downplayed or repressed, regardless of scientific evidence. In each risk category, problems and solutions are increasingly defined in a global context marked by growing economic divisions between more and less industrialized world areas and by multiple political processes for resolving differences in priorities and values.

Jeanne Guillemin

SC 558 Qualitative Methods (Spring: 3)

This course is an Advanced Data Analysis course and provides advanced training to students in their major.

This is an upper level, research methods course. Students will be introduced to the techniques of carrying out qualitative research. We will compare and contrast the major analytical approaches to different qualitative research designs. Students will carry out a qualitative research project, data collection (e.g., conduct intensive interviews, participant observation) and analysis, and writing/presenting qualitative research.

Sharlene J. Hesse-Biber

SC 578 Corporate Social Responsibility (Spring: 3)

Contemporary capitalism is in a crisis because of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent decades to respond to this crisis including socially responsive investing, shareholder and consumer action, and corporate social responsibility. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

Ritchie P. Lowry

SC 579 American Economic Crisis and Social Change (Fall: 3)

Previously listed as SC 346

This course offers a new way to think about America, focusing on the connection between our deepest values as a nation and our intertwined economic and social problems. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, the breakdown of family and neighborhood, the decline of the middle class, and the erosion of democracy.

Charles Derber

SC 584 Sociological Roots of War (Fall: 3)

Ritchie P. Lowry

SC 589 Social and Political Economy (Spring: 3)

Charles Derber

SC 591 From Poor Laws to Working Poor: Low-Income America (Fall: 3)

Elizabeth Dodson

SC 592 Women, Families, and Community in Low-Income America (Spring: 3)

Elizabeth Dodson

SC 593 Religion in a Global Context (Fall: 3)

Patricia Chang

SC 594 Religion in Contemporary Society (Spring: 3)

Patricia Chang

Graduate Course Offerings

SC 702 Introduction to Statistics and Data Analysis (Fall: 3)

Required for graduate students

This course will introduce the basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.

Michael A. Malec

SC 703 Multivariate Statistics (Spring: 3)

Requirement for graduate students

This course assumes a knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three or four general statistical procedures including factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course is focused primarily on multiple regression and related procedures. In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

John B. Williamson

SC 704 Topics/Multivariate Statistics (Fall: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703. It assumes a strong grounding in multiple regression analysis and a working knowledge of SPSS. The major topics of the course will include OLS regression assumptions, maximum likelihood estimation, binary and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), event history/survival analysis, and time-series analysis. We will use SPSS and SAS.

Robert Kunovich

SC 705 Advanced Statistics (Spring: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703. It assumes a strong grounding in multiple regression analysis and a working knowledge of SPSS. The major topics of the course will include pooled time-series analysis, structural equation modeling, and hierarchical linear modeling. We will use SPSS, SAS, AMOS, and HLM.

Robert Kunovich

SC 710 Survey of Research Methods (Fall: 3)

Required for graduate students

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

Kerry Ann Rockquemore

SC 715 Classical Social Theory (Fall: 3)

Required for graduate students

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

Eve Spangler

SC 716 Contemporary Social Theory (Spring: 3)**Required for graduate students**

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

Stephen J. Pfohl

Paul Schervish

SC 746 Political Economy (Fall: 3)

Juliet Schor

SC 751 Quest for Social Justice (Fall: 3)**SESJ Program course.**

Focuses on state of economic and social justice in the U.S. today, and health and vision of social/political forces mobilizing to achieve justice. The first part of the course reviews economic and political structures of power and social control that yield high levels of exploitation, powerlessness, and inequality in the population. The second part of the course examines political and social movements that have arisen to challenge economic and social arrangements; new structuring of these movements around race, gender, and other identity politics; and the rise of new types of class politics oriented to achieving a more just society.

William A. Gamson

SC 799 Readings and Research (Fall/Spring: 3)

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.

The Department

SC 801 Thesis Seminar (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing a master's thesis.

The Department

SC 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

SC 900 Teaching Apprenticeship (Fall/Spring: 3)

By arrangement.

The Department

SC 901 Research Apprenticeship (Fall/Spring: 3)

By arrangement.

The Department

SC 998 Doctoral Comprehensive (Fall/Spring: 0)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

SC 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Theatre**Faculty**

Scott Cummings, *Associate Professor*; B.A., University of Michigan; M.A., D.F.A., Yale University

Stuart J. Hecht, *Associate Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

John H. Houchin, *Associate Professor*; B.A., Houston Baptist University; M.F.A., Ph.D., New York University

Crystal Tiala, *Assistant Professor*; B.A., University of Mississippi; M.F.A., University of Connecticut

Luke Jorgensen, *Adjunct Assistant Professor*; B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University

Patricia Riggan, *Adjunct Assistant Professor*; B.A. Cornell University; M.F.A. Brandeis University

Departmental Notes

- Undergraduate Program Information: Dr. Stuart Hecht, 617-552-4612, stuart.hecht@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/cas/thtr/dept.html

Program Description

The Theater program is designed to introduce students in a systematic fashion to a wide range of knowledge associated with the various arts and crafts of theater as well as the theory, history, and criticism of dramatic literature. The Theater major provides a solid foundation in theatrical study by balancing course work with actual production work. Students are encouraged to explore, express, and test ideas and forms learned in the classroom through production on the University stage.

Major Requirements

Students must complete twelve (12) courses plus an additional six credits worth of Theater Production Laboratory. Six (6) of the courses are required. These courses are the following:

- CT 062 Dramatic Structure and Theatrical Process
- CT 101 Acting I
- CT 140 Elements of Theater Production I (which must be taken along with CT 145 Theater Production Laboratory I)
- CT 141 Elements of Theater Production II (which must also be taken along with CT 150 Theater Production Laboratory II)
- CT 275 History of Theater I
- CT 276 History of Theater II

These six basic classes form the foundation for advanced course work. Those classes requiring permission of instructor may give preference to those who have completed the six courses. Therefore, students are urged to complete all by the end of their sophomore year.

Of the six full-credit courses left to complete the major:

- Students must pick two (2) upper-level departmental theater courses in theater history, criticism, and/or dramatic literature. Courses that meet this requirement are numbered from CT 360 to CT 379, and CT 460 to CT 479.
- Students must also pick two (2) upper-level departmental courses in performance and/or production. Courses that meet

this requirement are numbered from CT 300 to CT 359, and CT 400 to CT 459.

- The remaining two (2) are electives, and students may select these courses based upon their interests and needs.

As mentioned above, students are required to complete six credits worth of Theater Production Laboratory beyond their course requirements in order to graduate with a major in Theater. Credits are only awarded for working on Boston College Department of Theater productions. Two of the six may be earned through substantial performance, stage management, or design work (arranged in advance with the Department); otherwise, all six can only be in the technical area. Most Theater Production Laboratory courses are worth one (1) credit, but CT 150 and CT 445 are worth two (2) credits and can only be counted once towards the major. Therefore, students should be prepared to take between five and six Theater Production Laboratory courses during their four years at Boston College. See the course descriptions for further information.

It is strongly urged that majors meet with a faculty advisor in Theater as early as possible. Such meetings are designed to discuss curriculum options, production requirements, and career opportunities.

Certification in Theater Option for Education Majors

Elementary and Secondary Education

Elementary and Secondary Education majors may follow a carefully designed program that allows them to seek alternative certification in Theatre from the Massachusetts Department of Education. Brochures describing this program are available in the Theatre Department, Robsham Theater Arts Centre, or in the Office(s) of the Assistant Dean of Students and Outreach in the Lynch School of Education, Campion 104.

For more information please contact Dr. Stuart J. Hecht.

Information for First Year Majors and Non-Majors

Theater Majors

Students majoring in Theater pursue studies in acting, directing, design, production, theater history, literature, and criticism. To complete a major program, students must take twelve (12) three-credit courses plus an additional six (6) credits worth of Theater Production Laboratory.

Incoming Arts and Sciences students majoring in Theater should select CT 062 Dramatic Structure and Theatrical Processes in their first semester and plan to take CT 140 Elements of Theatrical Production I (which must be taken along with CT 145 Theater Production Lab I) in their second semester.

Non-Majors

Non-majors may take CT 060 Introduction to Theater to satisfy the Arts Core Requirement. CT 060 is a survey course whose aim is to impart an appreciation of the theater as an artistic and humanizing experience.

Information for Study Abroad

The Department wants to make sure that students are able to complete the required curriculum in time for graduation. It also wants to make sure that theater students take required courses in the appropriate order and build the knowledge and skills necessary to act, direct, write or design a meaningful project in their senior year at Boston College. Students must have completed the six (6) departmental foundation classes (Dramatic Structure and Theatrical Processes, Theater History I and II, Acting I, and Elements of Theatrical Production I and II) and also have completed three of their six theater production labs. Students are also expected to meet with their departmental advisor well in advance to map out their senior year course work, to make sure that going abroad is advisable. Theater students are limited to one semester of study abroad.

Either one elective or one of the upper-level dramatic literature or history classes may be taken abroad, provided that the latter matches up to a comparable course already offered in the Theater Department. The department must approve the upper level equivalent before a student goes abroad.

Most programs approved by Boston College are acceptable, though the student may be wise to meet with his or her advisor to discuss options on an individual basis. Students are encouraged to explore a range of options when considering study abroad, including participation in a summer program, such as the Abbey Theatre program jointly sponsored by the Theater Department and Irish Studies. Stuart Hecht, Department Chairperson, is the Department's Study Abroad Advisor and contact for course approval.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

CT 060 Introduction to Theatre (Fall/Spring: 3)

This is a survey course for primarily non-majors, its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form including historical and cultural influences, staging styles and techniques, and the multiple genres of dramatic writing.

The Department

CT 062 Dramatic Structure and Theatrical Process (Fall: 3)

Required for all Theatre majors

This is an advanced introductory class primarily intended for, though not limited to, Theatre majors. Students will study a series of plays in order to familiarize themselves with varying dramatic structures and genres, and to build an understanding of how plays function from a performance sensibility. Students will also study the process of staging plays, the various production elements, with a larger consideration of how the theatre functions both practically and theoretically in contemporary society.

Scott T. Cummings

CT 101 Acting I: Introduction (Fall/Spring: 3)

Prerequisite: CT 060 Introduction to Theatre or CT 062 Dramatic Structure and Theatrical Processes

In Acting I students will train in the basic skills of an actor, including vocal and physical warm-ups to free the body and voice, improvisation and group performance exercises to free emotional spontaneity and encourage creativity, and beginning monologue/scene work to attain an understanding of the craft of acting.

Patricia Riffin

CT 140 Elements of Theater Production I (Spring: 3)

Corequisite: CT 145

The course introduces the history, theory, and practice of technical theater production through lectures, discussion, observation and hands-on experience. Completion of the course will equip students with the basic knowledge and minimum skills necessary for the preparation and execution of scenery, costumes, and lighting for the stage.

Shepard Barnett

Crystal Tiala

CT 141 Elements of Theatre Production II (Fall: 3)

Prerequisite: CT 140 or permission of instructor

Corequisite: CT 145

This class is a continuation of the Elements of Theatre Production I class. In addition to learning more of the basic knowledge and skills necessary for the preparation and execution of the-

atrical stage work, students will also learn basic principles and skills of stage design. As was the case with Elements I, this course is required for theatre majors but is also open to interested non-majors.
Crystal Tiala

CT 145 Theater Production Laboratory I (Fall/Spring: 1)

This course familiarizes the student with specific equipment and skills needed for the preparation of scenery, costumes, lighting, and sound for theatre production.

Crystal Tiala

CT 150 Theatre Production Laboratory II (Fall/Spring: 2)

This is a two-credit course for those students approved to work on Department of Theatre productions under appropriate faculty supervision. If approved, students may take the course for work as a performer in a designated role, as a stage manager, or as a designer.

Crystal Tiala

CT 180 Introduction to Black Theatre (Spring: 3)

Cross listed with BK 240

Students will examine the African-American experience as it is reflected in theatre created by, for, and about African-Americans. We will study major socio-political movements, such as the "Black Arts Movement" and their impact on the political consciousness of the artist. Students will also develop analytical, oral and written skills in play-reading and through reading selected writings of theatre critics and scholars as they respond to developing trends in African-American theatre.

Elizabeth Hadley Freydlberg

CT 201 Acting II: Characterization (Spring: 3)

Prerequisite: CT 101 and permission of instructor

This course presupposes some exposure to the actor's basic rehearsal disciplines. It is built upon the foundation of skills and knowledge established in CT 101 Acting I. Students are responsible for applying and developing those disciplines through the rehearsal and performance of three or four scenes of their own choosing. Although not restricted to majors, this course is not recommended for students unwilling to devote considerable effort to the exploration and development of the discipline of acting.

Luke Jorgensen

CT 202 Acting Techniques I (Fall: 3)

Prerequisite: CT 101 Acting I

Acting Techniques I will explore the basic principles of acting through the methods developed by Sanford Meisner. Through his improvisational techniques, the actor's abilities to work moment by moment and to truthfully live in those moments will be developed. A series of exercises will take the actor from simple improvisations to advanced ones that challenge the student's imagination and emotional life. During the semester you will apply the skills developed through these exercises to two scenes from the modern theatre repertoire.

Patricia Riffin

CT 205 Elements of Dance (Fall: 3)

This course is designed to develop the student's knowledge and experience of dance as an art form. The elements of dance used in ballet, modern and jazz will be introduced along with the principles of composition. The aesthetics of dance as an art form will also be studied. Students will be reading texts as well as viewing dance works in live performance and on video. This course will provide a groundwork for students who wish to do further work in technique, composition, and performance.

Robert Ver Eecke, S.J.

CT 206 Dance for Musicals I (Fall: 3)

Designed to improve the dancing ability and knowledge of both beginning and experienced musical theatre students. The course introduces three dance techniques most often used in musical theatre: modern, tap and jazz. Students will study the work of great musical choreographers such as Fosse, Robbins and Bennett, as well as Limon, Graham, Hines, and Giordano. Students will learn choreographic history, dance styles, and terminology. Classes include body warm-up, stretch and flexibility combinations, movement progressions, and choreographed dance routines. Both a written and performance final will be given. A specific dress code is required.

Kenda Newbury

CT 210 Intermediate Ballet I (Fall: 3)

Prerequisite: CT 111 or permission of instructor

This course is designed to challenge the intermediate dancer who has a solid command of ballet vocabulary and who has had two to three years of secure ballet training or who has completed Ballet II. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art.

Margot Parsons

CT 211 Intermediate Ballet II (Spring: 3)

Prerequisite: CT 210 or permission of instructor

This course is designed to challenge the intermediate dancer who has a solid command of ballet vocabulary and who has had two to three years of secure ballet training or who has completed Intermediate Ballet I. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will continue to increase their ballet vocabulary and their understanding of the historical background of ballet. In addition, there will be further readings in anatomy and dance criticism. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany the class.

Margot Parsons

CT 215 Dance: An Invitation to the Sacred (Spring: 3)

This course explores the sacred place of the body in prayer and worship in the contemporary experience. It includes a study of the language of movement and dance as it relates to the dynamic movement of religious experience. Biblical stories and psalms will be used as well as the individuals' religious experience. It includes a study of movement and dance used in ritual and liturgical context as well as in artistic performance. Readings will include works on dance composition and movement improvisation, as well as contemporary studies of sacred and liturgical dance. Although dance experience is not required, it is recommended.

Robert Ver Eecke, S.J.

CT 220 Stage Movement I (Fall: 3)

Through warm-up exercises, discussion of design, time, motivation, and individual problem solving, students will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. Students will explore the difference between the actor's emotions and the viewers' response and try to understand how the body can be used to heighten communication. Working from a realized center, students try to experience greater freedom of the voice and interpretive expression. The course does not require previous experience.

Pamela Newton

CT 238 Marketing the Arts (Spring: 3)
Cross listed with CO 238

The course will have a major focus on the practical application of the art and science of marketing the arts, especially theater, in today's increasingly competitive economic environment. Specifically, the course will investigate the evolution of modern marketing, market principles and terms, marketing approaches and management, and strategic marketing plans. The course will also investigate fund raising, financial management, and economics and the arts.

Howard Enoch

CT 239 Principles of Theatre Management (Fall: 3)

This course is designed to address the issues involved in the operations and management of a performing arts center. Areas to be covered in the course are: basic management theory as it relates to arts management, strategic planning and decision making, fundamentals of organizational design, fundamentals of leadership and group dynamics, budgeting and economics in the arts, and financial management. The course will use case studies to test theories and ideas developed by the class.

Howard Enoch

CT 248 Computer Aided Drafting and Design (Fall: 3)

Computer-aided drafting and design technology is an indispensable design tool for theatrical, architectural, mechanical, industrial and landscape design. This course will use VectorWorks software to introduce students to two-dimensional drafting and three-dimensional modeling for a theatrical stage design context. Projects will include precise working drawings, quality renderings with realistic textures and dramatic lighting and shadowing, 3-D models and animated presentations including fly-over and walk through effects.

Crystal Tiala

CT 252 Creative Dramatics: Teaching through Drama and Improvisation (Fall: 3)

This class is recommended to anyone interested in education and is designed especially for those who want to work with students pre-K through 12.

This course reviews the theory and practice of using the medium of drama in education. Various aspects of dramatic expression are examined, including spontaneous dramatic play and such teacher-guided activities for children and adolescents as creative dramatics, socio-dramatic play, improvisation, and story dramatization. Emphasis will be on the development of an integrated curriculum, on teaching skills and planning environments that extend the educational experiences of children and adolescents, and that encourage creative expression through the use of drama. This course is particularly suited for those teaching or preparing to teach in preschool, elementary, middle, and secondary school.

Luke Jorgensen

CT 262 Creative Dramatics (Spring: 3)

Luke Jorgensen

CT 275 History of Theatre I (Fall: 3)

This course follows the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political and cultural concerns of each age.

John Houchin

CT 276 History of Theatre II (Spring: 3)

This course is a continuation of History of Theatre I. It, too, follows the simultaneous development of the actor, playwright,

architect, and director, but it takes the story from the year 1642 to the present. The course will also study the development of dramatic structure and form over time. As in the first half of the course, this class will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

John Houchin

CT 300 Acting Techniques II (Spring: 3)

Prerequisite: CT 202

The course is a continuation of Acting Techniques I. It builds upon the foundation of Linklater voice and character skills developed in the previous course and includes greater emphasis on application through specific textual work.

The Department

CT 301 Acting III (Fall: 3)

Prerequisites: CT 101 and CT 201, and either CT 202 or CT 220

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.

The Department

CT 306 Dance for Musicals II (Spring: 3)

Designed to elaborate upon knowledge and skills learned in Part I, expanding techniques in modern, tap and jazz. Students will learn repertoire from *42nd Street*, *American in Paris* and others. Individual attention will be given to perceive technical and artistic aspects of dance in musicals. Students will continue studies of influential choreographers, including Tharp, Cole, Morris, Taylor, and Kidd. Students will develop dance audition techniques. Each class includes body warm-up, stretch and flexibility combinations, movement progressions and choreographed routines. Both a written and performance final will be given. A specific dress code is required.

Kenda Newbury

CT 321 Choreography: Composition and Movement (Spring: 3)

Making dances involves energy, skill, and enthusiasm. This course will introduce concepts of dance composition while encouraging new approaches to the interplay of movement and sound. We will consider shape, dynamics, rhythm, motivation, abstraction, and mood. Each class will begin with warm-up exercises and work into creative problem-solving. Through improvisation and short movement studies, the teacher will introduce the basic tools of choreography. Looking at the works that other students have constructed, the class will then learn how to turn theory into effective dance phrasing. This class encourages the exploration of the rhythms, images, and conflicts of the 1990s.

Pamela Newton

CT 340 Stage and Media Lighting (Spring: 3)

Offered Biennially

The theory of illumination for the arts is explored in its fullest implications. Theater, dance, cinema, video, photography, and rock and roll lighting will be used as examples of the art of creative illumination. As an art form and a practical science, media lighting presents a complex subject for detailed investigation. Some drafting ability and practical experience in one of the areas previously mentioned is desirable as background for the course.

The Department

CT 352 Stage Design I (Spring: 3)

Cross listed with FS 352

This course will concentrate on set design for the stage. We will study the evolution of theatre architecture and the development of

dramatic forms, various design problems, and research possibilities. This will include some basic work at script analysis from the perspective of a designer. The student will learn the techniques of drafting, rendering, and model-making, skills that then are used to create a culminating final design project.

Crystal Tiala

CT 361 Shakespeare On the Stage (Fall: 3)

Cross listed with EN 245

Offered Biennially

William Shakespeare wrote his plays to be performed. Consequently, the most effective method of understanding his work is through performance. Lectures will describe the condition of Elizabethan England and its theatre, providing a larger social and historical context in which to view the playwright and his work. The class will read, analyze, and discuss some ten to twelve Shakespearean plays, including his comedies, tragedies, history plays, and the so-called problem plays. Students will also be expected to perform scenes from Shakespeare's plays, not to show off their acting skills, but rather as a means to explore how each play works.

Stuart J. Hecht

CT 368 Contemporary Theatre and Drama (Spring: 3)

Cross listed with EN 249

Offered Biennially

This seminar will survey important playwrights and trends in theatre over the past two decades. Although the course will center on American playwrights (Mamet, Shepard, Wilson, Fornes, and others), influential dramatists from around the world (Fugard, Havel, Soyinka, Churchill, Friel) will be considered as well. Special topics include the legacy of the off-off Broadway theatre movement of the 1960s, the decentralization of the American theatre, the impact of performance art and director's theatre on conventional dramaturgy, the challenge of multi-culturalism and inter-culturalism, gender, postmodernism, and popular theatre.

Scott T. Cummings

CT 370 Myth and Greek Tragedy (Spring: 3)

Cross listed with CL 202/EN 084.03

Satisfies Literature Core Requirement

See course description in the Classical Studies Department.

David Gill, S.J.

CT 384 Playwriting I (Fall: 3)

Scott T. Cummings

CT 385 Playwriting II (Spring: 3)

Prerequisites: CT 285/EN 241 and permission of instructor

Cross listed with EN 248

Students are expected to complete a fully scripted long play, one that demonstrates a firm command of practical dramaturgy, character development, and theatrical narrative. In some instances, staged readings will be arranged in order to test a script under performance conditions. Although the emphasis of the course is placed on student writing, readings and lectures will introduce basic aspects of dramatic theory and current developments in performance practice will be discussed.

Scott T. Cummings

CT 430 Directing I (Fall: 3)

Prerequisite: Permission of instructor

This is a course in the fundamentals of script analysis, staging, and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.

Stuart J. Hecht

CT 431 Directing II (Spring: 3)

Prerequisite: Permission of instructor

This course is built upon the foundation of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.

Stuart J. Hecht

CT 432 Directing Lab I (Fall: 3)

Corequisite: CT 430

This course provides students enrolled in Directing I with a setting to test out ideas and develop directorial skills through concentrated scene work.

Stuart J. Hecht

CT 433 Directing Lab II (Spring: 3)

Corequisite: CT 431

This course is a continuation of CT 432 and functions in much the same way though in relation to the material covered in Directing II.

Stuart J. Hecht

CT 450 Teaching Assistantship (Fall/Spring: 2)

Prerequisites: Senior standing, 12 credit hours in Theatre, and permission of the instructor

This lab class may not be used toward the six lab credits required to major.

This two-credit laboratory course is intended to provide undergraduate Theatre majors with teaching experience. Students assist a professor in planning and implementing various aspects of a course. This course is limited to senior Theatre majors who have already taken the course for which they wish to serve as an assistant.

The Department

CT 464 American Popular Entertainment, 1900-2000 (Spring: 3)

John H. Houchin

CT 530 Theatre Practicum in Directing (Fall/Spring: 3)

Prerequisite: Permission of sponsoring instructor

This is a senior project in which a limited number of students direct a departmental workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a Workshop production.

Stuart J. Hecht

CT 540 Theatre Practicum in Design (Fall/Spring: 3)

Prerequisite: Permission of sponsoring instructor

This is a Senior Project involving the design of sets, lights, and/or costumes for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will at that time discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the students enroll for Practicum in the fall or the spring semester of their senior year. Consideration for enrollment will be given to those students who have successfully completed the design sequence, including six of the eight required Theatre Production Laboratories.

Crystal Tiala

CT 550 Honors Project in Theatre (Fall/Spring: 3)

Prerequisite: Permission of sponsoring instructor

A year-long project open only to senior Theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.

Stuart J. Hecht

CT 598 Readings and Research in Theatre (Fall/Spring: 3)

Prerequisites: Senior standing, 12 credit hours in theatre, and permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.

Scott T. Cummings

Stuart J. Hecht

John Houchin

Luke Jorgensen

Crystal Tiala

Theology

Faculty

Philip King, *Professor Emeritus*; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain

Michael Buckley, S.J., *Canisius Professor*; B.A., M.A., Gonzaga University; Ph.L., Mt. St. Michael's; S.T.L., Pontifical University of Alma; S.T.M., University of Santa Clara; Ph.D., University of Chicago

Lisa Sowle Cahill, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Francis X. Clooney, S.J., *Professor*; A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago

Robert Daly, S.J., *Professor*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Donald J. Dietrich, *Professor*; B.S., Canisius College; M.A., Ph.D., University of Minnesota

Harvey Egan, S.J., *Professor*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Roberto Goizueta, *Professor*; B.A., Yale University; M.A., Ph.D., Marquette University

Thomas H. Groome, *Professor*; A.B., St. Patrick's Seminary, Ireland; A.M., Fordham University; Ed.D., Columbia University

Michael Himes, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

David Hollenbach, S.J., *Flatley Professor*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

Matthew L. Lamb, *Professor*; B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr. Theol., State University of Munster

William W. Meissner, S.J., *Professor*; University Professor of Psychoanalysis; B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

John Paris, S.J., *Walsh Professor*; B.S., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME PERKINS, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Francis A. Sullivan, S.J., *Adjunct Professor*; B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University

John A. Darr, *Associate Professor*; Assistant Chairperson and Director of Graduate Studies; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Charles C. Hefling, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Mary Ann Hinsdale, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

Robert P. Imbelli, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Ruth Langer, *Associate Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

Frederick Lawrence, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

John Makransky, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

Bruce Morrill, S.J., *Associate Professor*; B.A., College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University

Stephen J. Pope, *Associate Professor*; Chairperson of the Department; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Jane Regan, *Associate Professor*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

Louis P. Roy, O.P., *Associate Professor*; B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

David Vanderhooft, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

Thomas E. Wangler, *Associate Professor*; B.S., LeMoyne College; M.A., Ph.D., Marquette University

James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Jeffrey Geoghegan, *Assistant Professor*; B.A., University of California; M.A., Ph.D., University of California, San Diego

Qamar-ul Huda, *Assistant Professor*; B.A., Colgate University; M.A., Ph.D., University of California, Los Angeles

Paul R. Kolbert, *Assistant Professor*; B.A., Oral Roberts University; M.Div., Yale University Divinity School; Ph.D., University of Notre Dame

Angela Senander, *Adjunct Assistant Professor*; B.B.A., University of Notre Dame; M.A., Ph.D., Boston College

Colleen Griffith, *Adjunct Assistant Professor*; B.A., St. Joseph's College; Rel.Ed., Boston College; Th.D., Harvard University

Andover Newton Theological School

Mark S. Burrows

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Gabriel Fackre

Carole R. Fontaine

Brita Gill-Austern

Meredith B. Handspicker

Mark S. Heim

William L. Holladay

Robin M. Jensen

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Samuel Solivan
 J. Earl Thompson
 Sze-kar Wan
 Weston School of Theology
 Francine J. Cardman
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 Richard J. Clifford
 Janice S. Farnham
 Peter E. Fink
 Margaret Eletta Guider
 Roger D. Haight
 Daniel J. Harrington
 Thomas A. Kane
 James F. Keenan
 John S. Kselman
 Stanley B. Marrow
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 John Randall Sachs
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Departmental Notes

- Department Administrator: Maggie Galvin, 617-552-8491, mary.galvin@bc.edu
- Graduate Programs Assistant: Claudette Picklesimer, claudette.picklesimer@bc.edu 617-552-4602
- World Wide Web: <http://www.bc.edu/schools/cas/theology/>

Undergraduate Program Description

The undergraduate program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, Biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business, and law. For those wishing to pursue a career in ministry or religious education, of course, theology is still a prerequisite. Long gone, however, is the time when theology was considered the exclusive domain of seminarians and the religious. Many students now elect theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, and psychology of religion. A prestigious graduate program leads to the M.A. and Ph.D. degrees in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of Theology majors.

Course Offerings

The Department distinguishes five levels of course offerings:

(1) Core—introductory, designed for the fulfillment of the University's basic Theology requirement

(2) Level One—introductory, but not fulfilling the Core requirement

(3) Level Two—advanced undergraduate, more specifically aimed at minors and majors

(4) Level Three—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically professional

(5) Graduate—offered exclusively for professionally academic theological formation

Core Options

Two-semester sequence. Students must take both semesters of the same Core course (preferably with the same instructor) to fulfill the requirement and receive Core credit. Students shall select one two-course sequence from the following:

- TH 001-002 Biblical Heritage I and II
- TH 016-017 Introduction to Christian Theology I and II
- TH 023-024 Exploring Catholicism: Tradition and Transformation
- TH 161-162 The Religious Quest I and II

Twelve-credit courses. Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090-091 Perspectives on Western Culture and PL/TH 088-089 Person and Social Responsibility (for PULSE Program students only).

Major Requirements

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. The ordinary requirements are ten courses, distributed as follows:

- Either The Biblical Heritage or The Religious Quest. These year-long Core sequences count as two courses each.
- Either Introduction to Christian Theology or Exploring Catholicism: Tradition and Transformation, Perspectives, Pulse, or the Honors Program. These year-long Core sequences count as two courses each.
- Five electives chosen in consultation with the departmental Director of Undergraduate Studies. At least three of these are to be from above the Core level. In some cases, the Director may also approve one or two electives from outside the Theology Department. A unifying factor such as an overarching theme, doctrine, or cross-disciplinary interest will guide the choice of electives.
- The Majors' Seminar, ordinarily taken in the junior year, is designed to help majors synthesize course work by focusing on key themes, questions, and areas for further theological inquiry. This course is offered each fall.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the Lynch School of Education can also major in Theology. Theology majors can concentrate in education in the Lynch School of Education.

The Department's membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

Minor Requirements

The minor in Theology requires the Core and five additional courses. Three of these additional courses must be beyond the Core level.

Department Honors Program

The Department of Theology sponsors an honors program for a small number of outstanding junior and senior majors. The purpose of a Departmental Honors Program is to acknowledge special achievement in our academically most talented majors, to encourage greater dedication to theological scholarship, and to provide concrete means by which it can be fostered.

Honors students are selected by the faculty from among their best students. They can be invited any time after freshman year, and optimally before junior year, based on performance in theology courses and overall GPA.

Requirements for graduation with departmental honors:

- Completion of at least four Level III courses (or the equivalent, e.g., a graduate course by permission of the instructor).
- Completion of a senior honors thesis under the direction of a designated faculty member. Students writing the honors thesis will be given three credits per semester in the fall and spring of their senior year. These six credits will contribute to the 30 required to obtain the major in Theology.

Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) Biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

Information for Study Abroad

There are no formal requirements stated by the Theology Department, but it is presumed that students will have completed at least one Core course before going abroad. The Department will allow six credits or two courses taken abroad to count toward major credit. A maximum of one Core course (three credits) may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology Department. All Theology majors should contact Roberto Goizueta, Director of Undergraduate Studies, while planning their study abroad program.

Fifth Year B.A./M.A. Program

Undergraduate Theology majors may opt to enter a five-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A.

program will follow the curriculum for regular Theology majors, except that all five of their electives in the major must be upper-level courses (level three and above). Furthermore, these upper-level electives must be chosen in consultation with the Department's Director of Undergraduate Studies, who will make an evaluation of their appropriateness for the student's graduate education. Two of these courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the usual comprehensive examinations.

Interested undergraduate Theology majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

Loneragan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. The Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Kerry Cronin is the Director of the Lonergan Center, which is located on the fourth level of Bapst Library and is open during regular hours as posted. Information about the Center or the Lonergan Institute is available at <http://www.bc.edu/lonergan>.

Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. Not only is the Theology Department in itself one of the foremost such departments in the country, but the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

- Andover Newton Theological School
- Boston College Department of Theology
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary
- Weston Jesuit School of Theology

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs. The Joint Faculty for the Ph.D. Program, described below, is particularly rich due to the special cooperation of interested faculty from Boston College, Andover Newton Theological School, and Weston Jesuit School of Theology.

M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, (2) as an academic preparation for those moving towards

professional, religious, or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Candidates for the M.A. are required to complete 30 credits, either on a full-time or part-time basis, for the degree. One course each in the areas of Ethics, Bible, and History is required, plus a two-semester, six-credit survey course in the area of Systematic Theology; the remaining five courses are electives. Reading knowledge in an appropriate foreign language is tested. Two written comprehensive examinations and a one hour oral are given at the completion of the program. In preparation for the first examination, the student reads selected works from the M.A. reading list in the four areas; for the second examination, the student identifies his or her own special interest within one, or more than one of the four areas, or within a specially defined area. The oral examination covers both written examinations.

M.A. in Biblical Studies

The goal of the program is to acquaint students with the results of research into Biblical literature, history, exegesis, and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching, or ministry, and for those anticipating further study in the Bible, or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for this M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics, or application of the Bible to contemporary problems. A M.A. thesis or major paper may substitute for six of the credit requirements; the student must register for six (6) credits of the Thesis Seminar.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students must also fulfill the ordinary M.A. requirement in one modern language. Students will be tested in three areas of the Bible: history, literature, and theology. Examinations will be both written and oral. Students may arrange to write a M.A. thesis or do a major research paper as part of the examinations.

The Theology Department also cooperates with the Institute of Religious Education and Pastoral Ministry and the Graduate Schools of Education and Social Work in offering the M.Ed. in Religious Education, the Certificate of Advanced Educational Specialization in Religious Education, the M.A. in Pastoral Ministry, the dual Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.), and the Ph.D. in Religion and Education. For more details, see Institute of Religious Education and Pastoral Ministry.

Ph.D. Program in Theology

The Program is designed and administered by an ecumenical joint faculty drawn from the Department faculty and from the faculty of Andover Newton Theological School and Weston Jesuit School of Theology.

The Program has as its goal the formation of theologians intellectually excelling in the church, the academy, and society. It is confessional in nature and envisions theology as "faith seeking understanding." Accordingly, the Program aims at nourishing a community of faith, scholarly conversation, research, and teaching that is centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-

depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The Program, therefore, very much belongs to a joint graduate faculty drawn from the three schools, each of which is rooted in and committed to a theological tradition—the Reformed tradition at Andover Newton Theological School and the Roman Catholic tradition at Boston College and Weston Jesuit School of Theology. While retaining their academic and fiscal identities, Andover Newton Theological School, Boston College, and Weston Jesuit School of Theology have cooperated in the creation of a joint faculty of selected members of their faculties. This involves a unique degree of Catholic and ecumenical cooperation at the doctoral level, bringing together faculty and students from diversified cultural and religious backgrounds. Indeed, one of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant theological and doctrinal traditions, as well as critical and constructive dialogue with other theological positions and with contemporary cultures.

The Program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research, and so to organize and to integrate their knowledge in order to make an original contribution to theological discussion. Since the Program has faculty members who are experts in the Hindu, Buddhist, and Jewish traditions, it is also a context in which the issues raised by religious pluralism can be explored responsibly and in detail, and the project of a Christian comparative theology seriously pursued.

Students admitted to the Ph.D. Program should have completed the M.Div., or equivalent degree, a Master's degree in religion, theology, or philosophy, or a Bachelor's degree with a strong background in religion, theology, and/or philosophy.

Areas of Specialization

Areas of Specialization are currently the following: Biblical Studies, History of Christian Life and Thought, Systematic Theology, and Theological Ethics.

Biblical Studies focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The Comprehensive Exams will cover the whole Bible with emphasis on either the Old or New Testament and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will also acquire and be tested on a limited competency (a minor or the equivalent) in an area of theology other than Biblical Studies.

The History of Christian Life and Thought examines how over the course of Christian history a plurality of different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest itself. It focuses on studying how these various forms of Christian Life and Thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors of the past, the current fac-

ulty in the history area have a strong common interest in spirituality and in the history of theological developments. Their emphasis in all this is on the study of the past in its "past-ness," although secondarily the contemporary relevance of historical developments may be brought out as well. The History area is interested in teaching its students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

The History area wants to train students who at the end of their graduate education are able to teach a broad range of courses in the history of Christianity and are capable researchers in at least one subfield of historical Christianity (early Church, medieval, reformation, counterreformation, Enlightenment, modernity, American Christianity, and Jewish history). While the history students are required to be proficient in two modern languages (normally this would be German and French, unless it can be demonstrated that another modern language is more relevant to their field of study), the knowledge of various ancient languages may be required depending on the student's dissertation topic. Thus, Greek, Latin, and Hebrew may well be required for students working in the early Christian and/or medieval period.

Systematic Theology is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, i.e., according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged. Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. What is essential to the practice of systematic theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

Theological Ethics prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics. In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It has a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

For all the areas, at least two language examinations are required. These test the student's proficiency in reading languages important for his or her research, and must be passed before admission to the comprehensive examinations. Areas may require more than the minimum of two languages.

A **minor in Biblical Studies** is also offered, with a specialization in either the Old Testament or the New Testament. The student is to become familiar with various approaches to the study of the Bible, e.g., Biblical theology, archaeology and the history of Biblical times, the history of interpretation, and the literary interpretation of the Bible. The student is to demonstrate competence in the original language pertinent to his or her specialization (Old Testament: Hebrew; New Testament: Greek).

The **minor in Comparative Theology** is designed to prepare students for careful reflection on non-Christian religions in their particularity and on their significance for Christian theology.

Students who choose this minor are expected to acquire a significant understanding of both a major non-Christian religion and a critical method used to study such religions (e.g., philosophy of religion, comparative religion, and history of religions).

Religious Education-Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

Institute of Medieval Philosophy and Theology

See description in the About Boston College section of this catalog.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

TH 001-002 Biblical Heritage I and II (Fall/Spring: 3)

Satisfies Theology Core Requirement

You must take both sections of Biblical Heritage (TH 001 and TH 002) to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate.

John Darr

Jeffrey Geoghegan

Martha Morrison

David Vanderhoof

TH 016-017 Introduction to Christian Theology I and II

(Fall/Spring: 3)

Satisfies Theology Core Requirement

You must take both sections of Introduction to Christian Theology (TH 016 and TH 017) to receive Core credit.

This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

Raymond Devettere

Donald Dietrich

Paul Kolbet

Fred Lawrence

Angela Senander

The Department

TH 023-024 Exploring Catholicism: Tradition and

Transformation I and II (Fall/Spring: 3)

Satisfies Theology Core Requirement

Formerly titled Introduction to Catholicism I

You must take both sections of Exploring Catholicism (TH 023 and TH 024) to receive Core credit. There are no exceptions.

A two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today.

Michael Himes

Rev. Robert Imbelli

Joseph Marchese

Thomas Wangler

TH 037-038 Introduction to Hebrew I and II (Fall/Spring: 3)
Cross listed with SL 037-038

A course for beginners in Hebrew, with attention to both Biblical and modern Israeli Hebrew. The course is intended to develop the ability to read Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. This course continues in second semester as TH 038 (SL 038).

Zehava Carpenter

TH 088-089 Person and Social Responsibility (Fall/Spring: 3)
Corequisite: PL 088-089

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course requirements include ten to twelve hours per week of community service at a PULSE field placement (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, alienation.

The Department

TH 090-091 Perspectives on Western Culture I and II (Fall/Spring: 6)

Corequisites: PL 090-PL 091

This is a two-semester, twelve-credit course that fulfills all the Core requirements in Philosophy and Theology. The course will introduce the students into their philosophical and religious heritage through a study of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future. This course is designed primarily for freshmen.

The Department

TH 107 Religion in Africa (Fall: 3)

Cross listed with BK 120

Satisfies Cultural Diversity Core Requirement

See course description in the Black Studies Department.

Aloysius M. Lugira

TH 108 Christianity in Africa (Spring: 3)

Cross listed with BK 121

See course description in the Black Studies Department.

Aloysius M. Lugira

TH 160 The Challenge of Justice (Fall/Spring: 3)

Cross listed with PL 160/UN 160

This course fulfills the basic Core requirement for students interested in the Faith, Peace, and Justice Program. Other students with a serious interest in thinking through the problems of building a just society are welcome. The course also fulfills one of the Core requirements for Philosophy.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical, and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace.

Matthew Mullane

James Rurak

TH 161-162 The Religious Quest: Comparative Perspectives I and II (Fall/Spring: 3)

You must take both sections of the Religious Quest I and II (TH 161 and TH 162) to receive Core credit. There are no exceptions.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, also enduring values to live by and paths to spiritual maturity. Although each section is different, likely themes include symbols, myths, doctrines, rituals, holy texts, saints, comparisons and contrasts among traditions, relevance of classical religious traditions to issues in today's world, interreligious dialogue today, and religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.

Catherine Cornille—Christianity and Hinduism

Qamar-Ul Huda—Christianity and Islam

Ruth Langer—Judaism and Catholicism

Aloysius Lugira—African

Religions/Judaism/Christianity/Islam/Hinduism

John Makransky—Buddhism

H. John McDargh—Judaism/Buddhism

J. Sheveland—Christianity/Hinduism/Judaism

D. Joslyn-Siemiatkoski—Judaism and Christianity

TH 174 Islamic Civilization (Fall: 3)

Cross listed with FA 174

Co-taught with Sheila Blair (Fine Arts) and Benjamin Braude (History)

This course examines Islam from the seventh century to the modern world. It covers political, social, theological, artistic, and economic history, the tenets of faith and practice, as well as the diverse cultural expressions of Muslims from Indonesia to Morocco and in the Western world. We will study Islamic civilization, relations with Christians, Jews, and Hindus. We will discuss the challenges of globalization in the twenty-first century. The variety of experiences of Muslims and their artistic contribution will be examined.

Qamar-Ul Huda

TH 194 Islam in South Asia (Spring: 3)

The course introduces students to the vast and diverse Muslim history in the South Asian continent. Students will investigate into the immense Islamic contribution to South Asian history by examining topics such as Sufism, political histories of the Delhi Sultanates and the Mughals, popular religious practices, legal studies, intellectual thought, poetry, partition, modern politics, revivalism, and inter-religious relationships between Muslims and Hindus.

Qamar-Ul Huda

TH 211 Justice in Ancient Greece (Fall: 3)

Cross listed with CL 210/PL 210

See course description in the Classical Studies Department.

David Gill, S.J.

TH 223 St. Ignatius Loyola and His Legacy (Fall: 3)

This is an elective course for juniors and seniors.

Limited to 12 people.

This course will examine the religious, social and psychological factors, which helped to influence and form the life and commitments of St. Ignatius Loyola, the development of the Society of Jesus (Jesuits), and Ignatius' legacy in the contemporary Church. Reading will include *The Autobiography of St. Ignatius Loyola*, *The Spiritual Exercises*, readings from the *General Congregations of the Society of Jesus* and selected articles.

Julio Giulietti, S.J.

TH 249 St. Ignatius of Loyola and Discernment: A Seminar on Vocation (Spring: 3)

This is an elective course for juniors and seniors.

Limited to 12 people.

This course will explore the goals and process of spiritual discernment according to the tradition of St. Ignatius Loyola, the issues affecting vocational discernment in undergraduate development, and the match between faith, talents and ideals.

Julio Giulietti, S.J.

TH 256 The Bible in Jewish Life (Spring: 3)

By reading select biblical passages and their interpretations, we will learn the foundational roles that this text has played in Jewish life and thought, introducing and exploring fundamental elements of Jewish life and theology in the process.

Ruth Langer

TH 316 Forgiveness and Reconciliation (Fall: 3)

Theology majors only

In a contemporary world gone Manichaean in its political judgments of good and evil, the Christian imperative is to forgive as our heavenly Father forgives, to leave our gift at the altar and go first to be reconciled with those who have something against us. This course will examine these themes in the light of American responses to terrorist and other perceived perils to our security, of the passions aroused by international conflicts.

Raymond Helmick, S.J.

TH 327 Perspectives on War, Aggression, and Conflict

Resolution I (Fall: 3)

Cross listed with PL 259/SC 250

See course description in the Philosophy Department.

Matthew Mullane

TH 330 Theology Majors' Seminar (Fall/Spring: 3)

Theology majors only

Please see specific instructor's section for additional information.

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work, identify key themes, questions, and areas in need of further study. This course is offered each fall and may be taken be senior or junior years. Sufficiently advanced students are urged to take the seminar in junior year.

Michael J. Buckley, S.J.

Francis X. Clooney, S.J.

Rev. Robert Imbelli

Theodore Kepes

TH 342 Peaceful and Ethical Methods of Leadership (Spring: 3)

Cross listed with UN 163

Richard Nielsen

TH 360 Living Truthfully: Way to Personal Peace and Social Change (Spring: 3)

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

Anthony Penna, S.J.

TH 361 Praying Our Stories (Fall/Spring: 3)

This course will explore how God is present primarily in the ordinary events, conversations, feelings, and relationships of our daily lives. As we think about what it means to pay attention to the

story of our lives, we will explore how our own stories—gathered with the stories of others—become the means by which God is revealed in the world.

Daniel Ponsetto

TH 369 The Spiritual Journey (Spring: 3)

The course will explore various approaches to the spiritual journey through readings and discussion including fiction, non-fiction, biography, and spirituality. A diverse and multicultural approach will be taken ranging from writings by and about the lives of Christian saints, contemporary spiritual writers, and through fiction by a Native American, a Salvadoran, and an Asian American.

Melissa Kelley

TH 410 One Life, Many Lives (Fall/Spring: 3)

Cross listed with UN 500

See course description in the University Courses section.

James Weiss

TH 421 Religious Dimensions of the Modern Novel (Spring: 3)

Cross listed with EN 463

See course description in the English Department.

Robert Barth

TH 523 Telling Our Stories, Living Our Lives (Fall: 3)

Cross listed with UN 523

Formerly titled UN 501 (TH 411) Patterns of Development and Narratives of Faith

See course description in the University Courses section.

H. John McDargh

Undergraduate and Graduate Course Offerings

TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)

Religious differences appear often to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election, and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts, and will ask to what extent such employment of these concepts betrays the religions themselves.

Raymond Helmick, S.J.

TH 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)

The parties in the Middle Eastern Conflict came, in 1993, to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith that have contributed to the hatreds and resentments of these peoples, and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.

Raymond Helmick, S.J.

TH 424 God, Power, and Politics in the Bible (Fall: 3)

Prerequisite: TH 001 or comparable introductory Old Testament course

This course was formerly TH809 God, Power, and Politics in the Bible

The course will analyze the close, perhaps inseparable, connection between ideas about God and ideas about local and international politics in the Bible (especially the Hebrew Scriptures or Old Testament). The focus will be on the biblical communities during the eras of the great empires including Assyria, Babylon, Persia, and Greece. Close reading of selected biblical texts will be complimented by study of non-biblical texts and artifacts.

David Vanderhoof

TH 428 Ten Commandments: A Jewish Perspective (Fall: 3)

This course is sponsored in part by the Jewish Chautauqua Society.

In this elective we shall study the Ten Commandments in light of biblical, rabbinic and modern Jewish interpretations of the sages, with specific emphasis on the moral issues of our time requiring difficult choices.

Rabbi Rifat Sonsino

TH 431 Jewish Spiritual Paths: A Critical Approach to Modern Spirituality (Spring: 3)

This course is sponsored in part by the Jewish Chautauqua Society.

This elective is a critical study of the many ways in which seekers find spiritual enrichment (such as study meditation, prayer, good deeds, etc.). Though the context is Jewish, the methodology can be applied to many other religions.

Rabbi Rifat Sonsino

TH 437 Four Biblical Books in Jewish and Christian Perspectives (Fall: 3)

The most frequently attested Biblical texts among the Dead Sea Scrolls found at Qumran were Genesis, Deuteronomy, Isaiah, and Psalms. Through engaging selected passages from these four books in comparative Jewish and Christian perspectives—both traditional and contemporary—this course of study invites exploration of the role that context plays in the reading of text.

Philip Cunningham

Ruth Langer

TH 438 Spirituality and Work (Spring: 3)

How does our spirituality connect with our work? Surveys repeatedly show that, at first glance, Americans find little connection between their work and their spiritual lives. Upon reflection, they find it in ways that transform the meaning of their work. We shall use contemporary spiritual writers, theologians, sociologists, and historians to explore a theme at the heart of every life.

James Weiss

TH 466 Introduction to Judaism (Fall: 3)

This course is sponsored in part by the Jewish Chautauqua Society.

In this elective we shall study the historical development, the belief system, the main practices as well as the major points of contacts of Judaism with Christianity and Islam throughout the centuries.

Rabbi Rifat Sonsino

TH 467 Christianity and Asian Societies: Between Liberation and Inter-Religious Dialogue (Fall: 3)

An exploration of religious, cultural, and political dimensions of liberation and inter-religious dialogue in the Asian, particularly Indian, context. Includes reflection on human rights, state policies regarding religious freedom, nationalist religious movements, the multiple meanings of secularity, and the phenomenon of cultural Christianity.

Felix Wilfred

TH 477 Biblical Theology: God, Covenant, and Prophecy (Spring: 3)

This course is sponsored in part by the Jewish Chautauqua Society.

The Hebrew Bible does not represent a systematic theology but reflects a variety of approaches on different subjects. This course will focus on the ideas of God, Covenant and Prophecy throughout Jewish history.

Rabbi Rifat Sonsino

TH 481 Women and the Church (Spring: 3)

This course introduces students to the historical roots of feminist theology and explores the critiques and alternative reconstructions of traditional understandings of scripture, God, Jesus, spirituality and ministry that have been offered by Christian feminist theologians writing from a variety of cultural perspectives.

Mary Ann Hinsdale, IHM

TH 482 Hitler, the Churches, and the Holocaust (Fall: 3)

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust as well as consider the post-Holocaust paradigm shift in theology.

Donald J. Dietrich

TH 485 From Diatribe to Dialogue: Studies in the Jewish-Christian Encounter (Spring: 3)

This course will explore various theological facets of Christian-Jewish encounter, from the diatribes of earliest Christianity through the medieval disputations, concluding with the contemporary dialogue. Readings will be drawn from Jewish and Christian primary sources in translation. This course is an exercise in interreligious learning, sponsored by the Boston College Center for Christian-Jewish Learning.

Robin Jensen

Ruth Langer

TH 489 Liberation Theology (Spring: 3)

This course will examine the Latin American liberation theology movement, its historical development, principle theological themes, and implications for North American Christianity.

Roberto S. Goizueta

TH 497 Liberation Ethics (Fall: 3)

This course will examine the ethical foundations and implications of Latin American liberation theology. Readings will focus on such issues as the nature of the human person, the relationship between the person and society, the meaning of justice, the role of social analysis in ethical decision-making, the role of Scripture, and Latin American feminist ethics.

Roberto Goizueta

TH 503 Christology I: On the Incarnation (Spring: 3)

This course aims at a systematic understanding of the person of Christ—who he was and is—in light of doctrinal development and contemporary questions. It will consider the Incarnation in light of soteriology, and take up such notions as hypostatic union, kenosis, and beatific vision. Previous work in New Testament is expected, and courses on any of the following will be helpful: the Trinity, grace, Christology, or political theology.

Charles C. Helging, Jr.

TH 504 Seminar in International Studies (Fall: 3)

Cross listed with IN 504

Open to Seniors in International Studies and others with the permission of one of the instructors.

See course description in the International Studies Department.

Donald J. Dietrich

TH 506 Tibetan Buddhist Traditions (Fall: 3)

For graduate students and advanced undergraduates.

Prerequisite: Permission of instructor or department chairperson

This term focuses on Nyingma and Kargyu traditions of Tibetan Buddhism, renowned for their yoga adepts and scholars. We explore historical developments, then religious themes from the following Tibetan genres in translation: Buddhist philosophy and soteriology, sacred biography, manuals of ethical transformation, visionary practice manuals, and spiritual songs. Special attention will be given to the ways Buddhist tantrism informs each genre.

John J. Makransky

TH 508 Contemplation and Ethics: Buddhist and Christian (Spring: 3)

This course covers the interconnections between vision and practice in two great traditions as well as ways in which each illuminates the other. Readings in classic and contemporary writings of both traditions.

Michael Himes

John Makransky

TH 527 The Upanisads (Fall: 3)

Cross listed with PL 537

The *Upanisads*, famous religious and philosophical texts from the ancient and medieval India, record the speculations of seers and sages about the ultimate meaning of life and the pathway of total liberation. Rooted in older traditions, still they test bold new ideas about the world, the self, and the highest truth. This introductory course focuses on some of the most famous *Upanisads*, their context and meanings, their interpretation by great Hindu thinkers, and their significance for us today.

Francis X. Clooney, S.J.

TH 551 Hindu Goddesses and the Blessed Virgin Mary (Spring: 3)

This course explores gender and the divine in two ways: first, by studying several goddess texts from the Hindu religious traditions to see how gender has been constructed where both gods and goddesses were/are thought possible; second, and without prejudice to other Christian options, by consequent comparison with hymns praising the Virgin Mary.

Francis X. Clooney, S.J.

TH 556 Popular Culture, Theology, and Ministry (Fall: 3)

Prerequisite: Two semesters of Christian theology

This course enables students to begin to make Christian sense of popular media culture. We shall focus on both theological interpretation and pastoral-pedagogical uses of popular culture. While attention will be directed to the influential media of music and movies, diverse forms of popular media culture brought from student backgrounds are welcome.

Thomas Beaudoin

TH 559 Dante's *Divine Comedy* in Translation (Spring: 3)

Cross listed with RL 526/PL 508

Taught in English.

See course description in the Romance languages and Literatures Department.

Franco Mormando

Laurie Shepard

TH 560 John of the Cross: An Inquiry into Prayer, Contemplation, and Union with God (Fall: 3)

This course was formerly offered as TH 881 John of the Cross

This course is an analysis of the major works of John of the Cross to determine the nature, conditions, and origins of contemplation and its development into perfect union with God. The course brings inquiry to bear upon the issues raised by these writings and by their application to the lives of the students.

Michael J. Buckley, S.J.

TH 563 Ethics, Religion and International Politics (Spring: 3)

Cross listed with IN 600

See Theology Department for registration approval. Preference given to Theology and International Studies majors and minors. Formerly listed as TH 863 Ethics, Religion, and International Politics

See course description in the International Studies Department.

David Hollenbach, S.J.

TH 564 Studies in Luke—Acts (Fall: 3)

Prerequisite: TH 002 or Introduction to the New Testament

This course was formerly offered as TH 363 Studies in Luke—Acts

A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structure, point of view, closure, and rhetorical patterns in this two volume work.

John Darr

TH 569 Johannine Community (Spring: 3)

This course was formerly offered as TH 358 Johannine Community.

Emergence and development of the Johannine community as reflected in the Gospel and epistles of John. Analysis of the gospel text from the perspective of historical-criticism, literary criticism, and theological developments in gospel traditions. Introduces the student to exegetical methodology as well as basis themes in Johannine theology.

Pheme Perkins

TH 570 The Church and Ethics: Historical and Contemporary Cases (Spring: 3)

Each week we will look at major cases to study critically whether and to what degree the Catholic Church in its investigations of its members observes basic ethical guidelines. Some of the historical cases that we will consider include those of Galileo, Archbishop Bartolomé Carranza (primate of Spain, imprisoned by Spanish and Roman Inquisitions for 17 years), "the witches," "the modernists," and Boston's famous conservative, Leonard Feeney. Contemporary cases include Bishop Lefebvre, Charles Curran, Jeannine Gramick and Robert Nugent, the nuns who signed the pro-choice petition, the Sydney Australia drug-injecting project, and Boston's sex abuse scandal.

James F. Keenan, S.J.

TH 578 Ancient Near Eastern Religions (Spring: 3)

This course will explore the religious beliefs and practices of ancient Egypt, Mesopotamia, Canaan, and Israel. Particular attention will be given to these cultures' views on (1) the nature of the divine, (2) human-divine interaction, (3) the role of ritual and belief, (4) the relationship between divine and human institutions, and (4) the afterlife. Emphasis will be on primary texts, although modern methods of historical and religious analysis will guide the investigation.

Jeffrey Geoghegan

TH 582-583 Biblical Hebrew I and II (Fall/Spring: 3)

This course is a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year. No previous knowledge of Hebrew is assumed.

Zaheva Carpenter

TH 594 New Testament Ethics (Fall: 3)

This course was formerly offered as TH 365 New Testament Ethics

This course is a survey of ethical material in the New Testament including ethical arguments in their cultural and literary context. Particular attention given to exegesis of the Sermon on the Mount and Pauline letters. Themes to be discussed include Christianity and culture; violence and love of enemy; obligation to the marginalized; sexuality, marriage, and divorce; Christians and the social order; and the religious basis of ethical transformation.

Pheme Perkins

TH 598 Law, Medicine and Ethics (Fall/Spring: 3)

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought through principled position. A Socratic method is used to achieve that goal.

John J. Paris, S.J.

TH 695 Jesus Christ and Human Transformation (Fall: 3)

In light of the contemporary crisis in the Catholic Church, this course seeks to explore anew the Christological foundations of Catholic faith and theology by reading and reflecting upon authors who are integrating theology and spirituality to vital synthesis. For all authentic renewal in the Church proceeds from a recovery of the Christic center of faith. Thus the response to the crucial Christological challenge, "Who do you say I am?" proves inseparable from a life of committed discipleship.

Rev. Robert Imbelli

Graduate Course Offerings**TH 480 Ecclesiology (Spring: 3)****IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Mary Hines

TH 530 Contextual Education: Supervised Ministry and Professional Development (Fall/Spring: 4)**M.A. Students****IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

TH 532 The Sacred Art of Pastoral Counseling (Fall: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

TH 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

TH 556 Popular Media Culture, Theology, and Ministry (Fall: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas Beaudoin

TH 593 Fostering Faith Across the Life Cycle (Fall: 3)

Cross listed with ED 673

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Jane E. Regan

TH 600 Leadership and the Practice of Ministry (Fall: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Jane E. Regan

TH 605 Theology and Pastoral Practice: Integrative Colloquium (Spring: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Barbara Radtke

TH 609 Seminar in Latin Patrology (Spring: 3)

Prerequisite: One year of classical or medieval Latin.

Formerly listed as TH 423 Seminar in Latin Patrology

Reading knowledge of Latin

Graduate students only

This course is an introduction to the Founding Fathers of the Church from the sub-apostolic period to the end of antiquity. The lives, writings, and doctrines of the great Early Church Fathers and ecclesiastical writers will be discussed.

Margaret Schatkin

TH 612 Seminar in Greek Patrology (Fall: 3)

Prerequisite: One year study of ancient Greek

Formerly listed as TH 425 Seminar in Greek Patrology

Reading knowledge of Greek

Graduate students only

Philological and historical study of the earliest sermons on the Feast of Christmas, given by Gregory of Nazianzus, Gregory of Nyssa, and John Chrysostom ca. 380-400 A.D. Written in the Greek language of the day, these eloquent sermons can be read and enjoyed by anyone who has studied classical or New Testament Greek at the introductory level.

Margaret Schatkin

TH 639 Collaborative Leadership Seminar Series (Fall/Spring: 1)**IREPM Course****Pass/Fail Only**

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

TH 644 Foundations of Theology (Fall: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 683 Seminar in Pastoral Theology (Spring: 3)

Prerequisite: Advanced Seminar: professor's permission required

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas Groome

TH 707 Psychological Foundations for Pastoral Counseling (Fall: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael St. Clair

TH 730 Holistic Formation for the Practice of Ministry

(Fall/Spring: 1)

IREPM Course

Meets September-May, six times per semester. Pass/Fail Only.

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

**TH 731 Research and Writing for Pastoral Theology (Spring: 1)
IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Lucretia Yaghjian

TH 741 The Cappadocians (Fall: 3)

Team taught with Professor Emmanuel Clapsis, Dean of Holy Cross Greek Orthodox School of Theology.

This course is an introduction to the teachings of Basil the Great (ca. 330-379), Gregory of Nazianzus (ca. 329-389), and Gregory of Nyssa (ca. 330-395).

Fr. Emmanuel Clapsis

Margaret Schaktin

TH 742 Early Christianity Seminar: Asceticism and Spirituality (Spring: 3)

This seminar examines the variety of spiritual practices that evolved among Christians in the East and West in the third and fourth centuries. Attention is given to both ancient and contemporary theories of asceticism, including those of the Hellenistic philosophical schools. Authors read include Musonius Rufus, the Desert Fathers, Clement of Alexandria, Origen, Athanasius, Gregory of Nyssa, Pelagius, Augustine of Hippo, and John Cassian.

Paul Kolbet

TH 743 Eucharist and Ministry: An Ecumenical Proposal (Spring: 3)

This course explores how, within the theological tradition of Catholicism, we might arrive at a mutual recognition of one another's Eucharist and Ministry. It will examine the development of Church Order over the first century in the life of the Christian community, the criteria for good faith and orthodoxy in the practice of Christian churches, and the difference of understanding of Eucharist and Ministry between the Catholic and post-Reformation churches.

Raymond Helmick, S.J.

TH 744 On the Trinity (Fall: 3)

Formerly offered as TH 510 On the Trinity

The goal of this course is to compare views of faith found in the Bible, Buddhism, patristic writers, modern thinkers, Newman, and mostly Aquinas. Is a stress on religious experience compatible with total respect for objective truth?

Frederick Lawrence

TH 746 The Book of the Twelve: Issues and Methods (Fall: 3)

Prerequisite: At least two years of college instruction in Biblical Hebrew or equivalent.

The seminar will investigate the corpus of the Book of the Twelve, sometimes called the Minor Prophets. Emphasis will be on the first nine books, which students will read in Hebrew. The course will emphasize philological precision, exegetical insight, critical methods, and theological interpretation.

David Vanderhoof

TH 752 Medieval Theology II (Fall: 3)

Formerly offered as TH 526 Medieval Theology II.

A study of medieval theologians and theological themes from Thomas Aquinas to the end of the middle ages. The authors will be Thomas Aquinas, Godfrey of Fontaines, Henry of Ghent, Duns Scotus, Peter Aureoli, William of Ockham, Gregory of Rimini, Jean Gerson, and Denys the Carthusian.

Stephen F. Brown

TH 754 Theology of Bonaventure (Spring: 3)

Previously offered as TH 418 Theology of Bonaventure.

This course is a study of the theology of St. Bonaventure in his short writings including the *Itinerarium*, the *De Reductione Artium*

Ad Theologiam, the *Breviloquium*, "On the Mystery of the Trinity," and his Paris sermons including "On the Gifts of the Holy Spirit," "On the Ten Commandments," and "On the Six Days of Creation."

Stephen F. Brown

TH 756 Religious Experience and Revelation (Spring: 3)

This course was formerly offered as TH 490 Religious Experience and Revelation.

The goal of this course is to compare views of faith found in the Bible, early Christian writers, Thomas Aquinas, modern and contemporary thinkers including Schleiermacher, Newman, Barth, and Lonergan. We shall ask whether a stress on religious experience is compatible with total respect for the objective truth of Christian revelation.

Louis Roy, O.P.

TH 778 Metaphysics and History in Catholic Theology (Spring: 3)

Formerly titled: Theory and History in Theology: Thomas Aquinas and Bernard Lonergan

This seminar studies two major developments in Christian theology (1) from Patristic writings to theoretically ordered *Summae of the Schoolmen* (Aquinas' Commentary on Aristotle's *Metaphysics*); (2) from the *summae* and systematic treatises in theology to a vast array of specialized disciplines (Works of Bernard Lonergan). Specialization needs the wisdom of a differentiated metaphysical wisdom if we are to overcome a relativist historicism and sterile pluralism.

Matthew L. Lamb

TH 785 Theology, Spirituality, and the Body (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 790 Historical Resources for a Contemporary Spirituality (Fall: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 791 Contemporary Spiritual Classics (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 795 Systematic Theology I (Fall: 3)

Formerly TH 856 Systematic Theology II

This seminar provides an historical-theoretical introduction to Catholic Systematic Theology, studying three major developments constituting that theology. The development from Biblical to Doctrinal theology is studied in chosen works of the Greek and Latin Fathers, e.g., Athanasius and Augustine. The development from Doctrinal to Theoretical theology is studied in selected works of the Medieval monastic and scholastic theologians, e.g., John Damascene, Anselm, Peter Lombard, and Thomas Aquinas. Finally, the development from Theoretical to Historically Explanatory theology is studied in selected works of Bernard Lonergan, Karl Rahner, or Hans Urs von Balthasar.

Matthew Lamb

TH 796 Catholic Systematic Theology II: Karl Rahner and Hans Urs von Balthasar (Spring: 3)

TH 795 is not a prerequisite for this course.

Systematic Theology seeks to develop deeper insight into the salvific meaning and truth of the Christian faith. It explores that faith as an organic whole, treating the full range of the Christian

mysteries, their inner coherence and harmony. This course will focus on Rahner's *Foundations of Christian Faith*, supplemented by von Balthasar's *Theology of History* and selected essays.

Rev. Robert Imbelli

TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)

Cross Listed with ED539

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas Groome

TH 824 Ministry in the Early Church (Spring: 3)

In this course the students will follow the development of ministry in the early Church, first within the New Testament period, and then in the post-New Testament period up to the middle of the third century. Among particular questions to be studied will be the ministry of women, and the participation of the laity in decision-making in the early Church.

Francis A. Sullivan, S.J.

TH 826 Introduction to the Old Testament/Hebrew Bible (Fall: 3)

This course is a survey of the Hebrew Bible/Old Testament in its ancient Near Eastern context, focusing on historical and religious ideas and on the literary expression of those ideas. Students are introduced to methods and results of modern critical biblical scholarship, but attention is also paid to the traditions of biblical interpretation in Judaism and Christianity.

Jeffrey Geoghegan

TH 827 Introduction to the New Testament (Spring: 3)

This course is an introduction to academic study of the New Testament for graduate students entering theology and ministry programs. It surveys each book of the New Testament including its historical setting; its sources, authorship, and literary structure; and its major theological themes.

Pheme Perkins

TH 830 The Praxis of Religious Education (Spring: 3)

Cross listed with ED 731

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas H. Groome

TH 832 Trinitarian Missions and the Human Good (Spring: 3)

This course will depart from the Missions of the Trinity to explore the dynamics of the Christian conversation as it develops in the life, belief, and thinking of Christians. Christian faith is intrinsically related to the concrete outcome of human acts of knowing, deciding, and acting (the human good) as conversational, both asserting concrete conditions for human conversations as broken-down, thwarted, or unable to occur (redemption), and as attracting and drawing human beings into the epitome of conversation that is the Trinity.

Frederick Lawrence

TH 834 Church and Salvation (Fall: 3)

Formerly offered as TH 469 Church and Salvation

In the first part of this course, the students will follow the development of Christian thought about the Church's role in salvation, from the patristic period to the Second Vatican Council. In the second part, they will study the more recent discussion of this question, both in documents of the magisterium and in the writings of some Catholic theologians.

Francis A. Sullivan, S.J.

TH 835 The Psychology of Religious Development (Fall: 3)

Cross listed with ED 439

Formerly offered as TH 430 Psychology of Religious Development IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

H. John McDargh

TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Spring: 3)

Cross listed with SW 830

IREPM Course

Required for students in the dual M.A./M.S.W. program and open to other graduate students.

See course description under the Institute of Religious Education and Pastoral Ministry.

Hugo Kamya

TH 877 Graduate Research Seminar on Ethics and Psychoanalysis (Fall/Spring: 3)

Intended for graduate students and faculty.

People can come and go as interest suggests. I hope to develop a context for exploration and research into relevant issues to be generated by the direction of group interest. The seminar will be available for credit. If a student decided to join for credit, he or she would have to register and would be expected to research an agreed-on topic, make a presentation to the group, and write a paper on the subject. For those not interested in credit, you are welcome to join the seminar at any time and to participate to whatever extent interest and opportunity allows.

W.W. Meissner, S.J.

TH 880 Psychotherapy and Spirituality (Spring: 3)

Prerequisite: Permission of the instructor required.

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

John McDargh

TH 882 Nursing and Faith Communities (Spring: 3)

Cross listed with NU 320

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Carol Mandle

TH 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

TH 893 Contemporary Theories of Justice (Spring: 3)

This is a study of some major recent interpretations of the meaning of justice (e.g., Nozick, Rawls, Sandel, Walzer, Sen and Nussbaum, Taylor), of their historical antecedents (e.g., Aquinas, Locke, Kant), and the critique and appropriation of these interpretations in recent Christian ethics.

David Hollenbach, S.J.

TH 899 Readings and Research (Fall/Spring: 3)

The professor's written consent, on a form obtained from the department, must be secured prior to registration.

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

The Department

TH 922 Adolescent Spirituality (Fall: 1)

IREPM Weekend Course

September 19-20, 2003

Friday 4:00 to 9:00 p.m., Saturday 10:00 a.m. to 4:00 p.m.

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael Carotta

TH 923 Doorways to Hearts and Souls of Young People (Fall: 1)

IREPM Weekend Course

October 17-18, 2003

Friday 4:00 to 9:00 p.m., Saturday 10:00 a.m. to 4:00 p.m.

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael Carotta

TH 924 Adolescent Religious Education (Fall: 1)

IREPM Weekend Course

November 14-15, 2003

Friday 4:00 to 9:00 p.m., Saturday 10:00 a.m. to 4:00 p.m.

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael Carotta

TH 926 Death and Dying: Pastoral, Psychological, and Theological Perspectives I (Spring: 1)

IREPM Weekend Course

January 23-24, 2004

Friday 4:00 to 9:00 p.m., Saturday 10:00 a.m. to 4:00 p.m.

Pass/Fail Only.

See course description under the Institute of Religious Education and Pastoral Ministry.

Catherine O'Connor, CSB

TH 927 Death and Dying: Pastoral, Psychological, and Theological Perspectives II (Spring: 1)

IREPM Weekend Course

February 20-21, 2004

Friday 4:00 to 9:00 p.m., Saturday 10:00 a.m. to 4:00 p.m.

Pass/Fail Only

See course description under the Institute of Religious Education and Pastoral Ministry.

Catherine O'Connor, CSB

TH 928 Death and Dying: Pastoral, Psychological and Theological Perspectives III (Spring: 1)

IREPM Weekend Course

March 19-20, 2004

Friday 4:00 to 9:00 p.m., Saturday 10:00 a.m. to 4:00 p.m.

See course description under the Institute of Religious Education and Pastoral Ministry.

Catherine O'Connor, CSB

TH 930 Fashioning a People in an Electronic Age (Spring: 3)

IREPM On-Line Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Julie Lytle

TH 958 Foundations of Religious Education (Spring: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas Beaudoin

TH 962 Church, Community, and the Internet (Fall: 3)

IREPM On-Line Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Barbara Radtke

TH 964 Seminar: Postmodern Philosophies and Religious Education (Fall: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas Beaudoin

TH 973 A Theology of Everyday Faith (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas Beaudoin

TH 974 Theological Ethics: Recent Works (Fall: 3)

This course is required for all BC Ph.D. students in ethics who are still doing course work. It will raise current issues for the field through five or six major recent works. The second half of the course will be devoted to student projects. Some reading is to be completed before the start of the semester.

Lisa Sowle Cahille

TH 977 Seminar: Twentieth Century Catholic Moral Theologians (Fall: 3)

For advanced masters, licentiate, and doctoral students

We begin with the innovative works of Odon Lottin (on history), Fritz Tillmann (on Scripture), and Gerard Gilleman (on charity) whose works challenged manualists, like Henry Davis, John Ford, and Gerald Kelly. We turn to Bernard Häring (the moral theologian of Vatican II) and the roots of proportionalism (Louis Janssens and Peter Knauer). We study Josef Fuchs and his students Klaus Demmer (hermeneutics) and Bruno Schüller (linguistic analysis). We examine Pope John Paul II and conclude with the Latin American liberationists, North American feminist and black moral theologians, and African inculturationists.

James F. Keenan, S.J.

TH 986 Thomas Aquinas: Considerations in Christology (Fall: 3)

This seminar consists of a close, reading, analysis, and discussion of select Christological questions from the Third Part of the Summa Theologiae. The seminar will also address its inquiry to the *Cur Deus Homo* of Anselm of Canterbury for its similarities and differences with the theological doctrine of Aquinas. Both texts will be taken in Latin.

Michael J. Buckley, S.J.

Michael Himes

TH 990 First Year Graduate Colloquium (Spring: 3)

This course is limited to, and required of, students in the Doctoral Program in Theological Studies in their first year of residency. All first-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

Charles C. Heftling

TH 998 Doctoral Comprehensive (Fall/Spring: 0)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

TH 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

University Courses***Program Description*****University Capstone Courses**

A course for seniors: Reserved for seniors and second-semester juniors only, the Capstone program is designed to cap off college by facing the questions of life after graduation. The Capstone Seminars (UN 500-580 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They relate the life and learning of the past four years to the life and learning ahead. The Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality.

Ask some inevitable questions now, not later.

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income?

Special features of the course:

- Faculty from various departments
- Each section limited to 15-20
- Class meetings held in leisurely, informal settings
- Innovative teaching methods
- Interdisciplinary reading
- Guest speakers from professional life

Capstone Seminars satisfy major requirements in certain departments.

To register for a Capstone Seminar

You must be a senior or a second-semester junior to take the course. **Students may take only one Capstone Seminar.**

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary; you may register for any one of the Seminars as a University (UN) course.

Students are reminded that several Capstone seminars are cross-listed, both as University courses with a UN number and also as courses in the department of the professor offering the course. In the event a course is closed, be sure to check whether there is space under its cross-listed number. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UN 523 is closed try to register for the class as TH 523, and vice versa). The Seminar can count as an elective for all students. For majors in English, Philosophy, and Theology, it can satisfy the major requirements if the student takes a seminar as cross-listed in the department of his/her major.

Students must also understand the following rule:

No student may take more than one Capstone seminar during his/her undergraduate years. Thus, you may not take two Capstone courses in one semester or in two different semesters.

This is true whether the course is listed under UN numbers or as a course in a specific department. If a second Capstone course appears on your record, it will be removed. This could make you ineligible for graduation.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

UN 104 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UN 105

This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core requirement, and the three-credit Fine Arts Core requirement.

This is a full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among the authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. During the music segment the composers listened to will include Wagner, Debussy, and Stravinsky.

The Department

UN 105 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UN 104

A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 106 Modernism and the Arts II/Perspectives II (Spring: 3)

Corequisite: UN 107

A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 107 Modernism and the Arts II/Perspectives II (Spring: 3)

Corequisite: UN 106

A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 109 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

Corequisite: UN 110

This two-semester course fulfills the six-credit Philosophy Core requirement and the six-credit Social Science Core requirement.

This is a full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from the theological issues.

The Department

UN 110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

Corequisite: UN 109

A two semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 111 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)

Corequisite: UN 112

A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 112 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)

Corequisite: UN 111

A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 119 New Scientific Visions I/Perspectives IV (Fall: 3)

Corequisite: UN 120

This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-credits of the Natural Science Core.

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics and contemporary cosmologies.

The Department

UN 120 New Scientific Visions I/Perspectives IV (Fall: 3)

Corequisite: UN 119

A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

The Department

UN 121 New Scientific Visions II/Perspectives IV (Spring: 3)

Corequisite: UN 122

A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

The Department

UN 122 New Scientific Visions II/Perspectives IV (Spring: 3)

Corequisite: UN 121

A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

The Department

UN 145 Cornerstone Advisement Seminar (Fall: 1)

Offered in the fall semester only

Limited to 14

The Cornerstone Advisement Seminar is a twelve-week, one-credit elective which offers first-year students in the College of Arts and Sciences the opportunity to participate in a small class providing academic advising. The course encourages students to reflect on their academic and personal goals and gives them tools to make the difficult choices that face them both in and out of the classroom; these include the ability to read and listen carefully, to marshal evidence into a cogent argument, and to debate ideas in a civil manner, as well as the development of a sense of personal responsibility in the community.

The Department

UN 160 Challenge of Justice (Fall/Spring: 3)

Cross listed with TH 160

See course description in the Theology Department.

Matthew Mullane

James Rurak

UN 201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall: 3)

This will be an interactive three-credit seminar of fifteen students. Your instructor will serve as your academic advisor. She/he will be assisted by a senior student who will serve as mentor/guide. This course will be an elective taught by University faculty.

The college experience can be seen as a puzzle, a myriad of pieces that need to fit together to achieve a desired outcome. There is life in and outside the classroom. There is the identity of this university as a Jesuit Catholic institution. There is freedom and responsibility and a need to balance a social and academic life. There is a world of ideas to engage, friendships to make and conversations to pursue. This seminar will serve as a fifth course during your first semester. It will be an introduction to college life.

The Department

UN 250 Internship (Fall/Spring: 1)

John J. Burns

UN 251 Mock Trial Practicum (Fall: 1)

John J. Burns

Robert C. Moran

Mark C. O'Connor

UN 255 Introduction to Legal Studies (Spring: 3)

The course is intended for students interested in studying law as an intellectual inquiry or in preparation for entering law school.

Using original sources, articles, and reported appellate cases, this course will examine the meaning and uses of law in a democratic society and the extent to which it promotes justice. It will begin with an examination of the functions of law, the concept of authority, and a review of the major schools of jurisprudence. It will then introduce students to American constitutional theory, closely examining the concept of the separation of powers followed by an introduction to the American court system, the common law, the meaning of precedent and an approach to reading and analyzing appellate cases.

James P. Dowden

Sanford N. Katz

Capstone Courses

UN 500 Capstone: One Life, Many Lives (Fall/Spring: 3)

Cross listed with TH 410

This course gives you the chance to review what you have made of your education and preview your long-term life commitments to work, relationships, community, and spirituality. We read fiction, psychology, sociology, and wisdom figures to find the deeper continuity underlying our many experiences.

James Weiss

UN 504 Capstone: Building a Successful Future in an Age of Rapidly Expanding Technology (Spring: 3)

We measure success not only by our material wealth, but also by our role as moral and ethical persons. We must moderate self interest and greed to consider the plight of neighbors, local and global. We examine the moral and ethical content of our lives and reflect on technological choices among the possible, the desirable, and the necessary.

George Goldsmith

UN 505 Capstone: Life and Career Planning (Fall/Spring: 3)

This course provides an overview of life and career planning in the context of (1) career, (2) personal relationships, (3) spirituality, and (4) ethical decision making. Students are asked to develop autobiographical responses to a series of questions about their lives to find themes related to possible careers and relationship issues. The integration of spirituality and ethical decision making into one's life will be addressed by readings on ethical perspectives and the students' written reflections on a variety of issues. Students completing the course ought to do so with a better and fuller understanding of what it means to live a balanced life.

Robert F. Capalbo

UN 510 Capstone: Conflict and Decision (Fall: 3)

Cross listed with CO 470

This course underscores communication as a dynamic reflection of our most cherished values and hopes. It invites students to review their education in order to reflect on the lifelong task of integrating their commitments to work, relationships, citizenship, and spiritual development. This Capstone course features the shared viewing of several contemporary films relevant to course topics.

Ann M. Barry

UN 513 Capstone: Ways of Knowing (Spring: 3)

Cross listed with EN 627

This course considers the workings of memory and the transmutation of memory into narratives that express values and explore identity, on the level of nation and culture and on a personal level, in literary and historical texts, films and photographs, and public memorials. We reflect on and create memory texts of various kinds, explore the influence of personal, social, and historical experiences on the construction of memory, observe the languages available for the expression of memory, and seek through writing and discussion to discern ways in which the process of remembering can unfold toward the future.

Carol Hurd Green

UN 514 Capstone: Personal Growth and Cosmic Design (Fall: 3)

Prerequisite: A Core course in a science and in theology/philosophy

This is an opportunity to reflect on your personal development in the context of Boston College's history and spirituality as a Jesuit University in Boston; the evolution of the geology of Boston and the role of the natural environment in the city's history and culture.

James Skehan, S.J.

UN 521 Capstone: Science and Religion: Contemporary Issues (Fall: 3)

Cross listed with BI 214

Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.

See course description in the Biology Department.

Donald J. Plocke, S.J.

UN 523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)

Cross listed with TH 523

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at the significant myths that derive from religion, culture, and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

John McDargh

UN 524 Capstone: Discoveries of Self and the World (Spring: 3)

Cross listed with RL 200

See course description in the Romance Languages and Literatures Department.

Marian B. St. Onge

UN 526 Capstone: Integration of Spiritual and Scientific Beliefs (Spring: 3)

Students will be encouraged to enter into self exploration and reflection, creating the potential for a fuller and more integrated life experience. Books, articles, and videos will provide the context for our discussions. Personal sharing, assignments, journal writing, and meditation will help us explore our inner landscapes and bring us closer to our authentic self.

Carol Chaia Halpern

UN 528 Capstone: Holistic Living (Fall: 3)

This seminar will examine spirituality, community, personal and family relationships, and education through the lenses of cross-cultural holistic health and healing practices. Selected readings, films, and field visits will assist you to visualize the relationships of health to the holistic aspects of your life and that of the multicultural communities in which you will live and work.

Rachel E. Spector

UN 531 Capstone: Five Heroic Americans (Spring: 3)

Cross listed with EN 628

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. Participants will read and reflect upon Thoreau's Journals, poems by Emily Dickinson and Robert Frost, essays by Emerson and selections from Mary Rowlandson's account of her capture by the Quabog Indians. Students will discuss their observations in light of the four concerns of the Capstone program: relationships, work, civic responsibility and spirituality.

Robert Farrell, S.J.

UN 532 Capstone: Boston's College (Fall/Spring: 3)

Cross listed with HS 241

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators, and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university.

John J. Burns

UN 535 Capstone: Business as a Calling (Spring: 3)

Cross listed with EC 435

This seminar explores the question of business as a calling, as an activity that yields great personal satisfaction quite apart from the money it brings. Is business a noble activity or is it a rather crass, but necessary pursuit? Does a view of business as a calling help us to bridge the spiritual and the temporal? For an economy to work, do we need moral and political capital as well as economic capital? If so, how do we sustain our moral and political capital, or rebuild it if it is eroding, or develop it where it is missing?

Harold Petersen

UN 536 Capstone: Voices of Wisdom (Fall/Spring: 3)

This course will examine spirituality, community, personal and family relationships, education, and vocation/career through the lens of wisdom. The seminar will look at how the virtues or qualities of the wise concern the whole person, are a series of choices made throughout life, and affect the entire community. Through the study of wisdom and wise people, the course will provide insight into the

nature of wisdom, the development of wisdom in life processes and events, and the consequences of searching for wisdom—a search that will assist students to know who they are in relation to self, others, and God.

Sr. Mary Daniel O'Keeffe

UN 537 Capstone: Decisions For Life (Fall/Spring: 3)

For a more detailed description please see UN 537.01 on the Web.

The seminar will explore critical spiritual dimensions to the exciting and challenging decisions that accompany transition from college life to independent adult life. Our premise will be that “to know oneself as loved... strengthens us to live in the likeness of that love.” The semester will be organized around a series of topics chosen to explore spiritual, relational, vocational, and communal aspects of our being.

John Boylan

UN 538 Capstone: Passages (Fall: 3)

Cross listed with EN 630

In our passages through this enigmatic world we reflect on the truth of St. Theresa of Avila, “All things pass; only God remains.” Life embraces us in paradox. Through novel, poetry, short story, and essay the many writers considered in this Capstone, including Virginia Woolf, Marcus Aurelius, John Cheever, Alice Walker, C.S. Lewis, Anne Bradstreet, and Gerard Manley Hopkins, will share their insights with us and help us to appreciate the Capstone ideals of wholesome relationships, generous citizenship, spiritual development, and joy in work.

Robert Farrell, S.J.

UN 539 Capstone: Doing Well and Doing Good (Spring: 3)

Cross listed with SC 305

This Capstone prepares you to balance between doing well in life and promoting the good in work, community, intimacy, and spirituality. To answer life's challenges, you need good questions. Our questions will focus on the intersection of personal biography and the context of society. We will learn to steer a course between prejudice and cliché on one hand, and sound knowledge on the other. Even as we try to do good as informed persons, we will find that most knowledge is incomplete and often contested.

Eve Spangler

UN 541 Capstone: Into the Woods (Spring: 3)

Cross listed with EN 670

All readers, young and old, share the wonder in fairy tales. This serves a deeper purpose: to experiment and learn our boundaries and responsibilities. There are dangers in woods, but Red Riding Hood learns a lot, frees herself, and embarks upon life. The symbolic journey into the woods allows seniors to leave the “woods of BC” with optimism and commitment. How will you negotiate transitions into society with the wisdom from your journey here?

Bonnie Rudner

UN 542 Capstone: Journey to Self-Discovery (Fall: 3)

Cross listed with PL 538

As historical beings, our lives constitute a story that unfolds in time. Our lives narrate a journey from sin to salvation, despair to faith, sickness to health, death to life, darkness to light and ignorance to knowledge. This is a journey to selfhood. This seminar will explore the four fundamental capstone issues of spirituality, citizenship, relationships, and work in terms of this notion of our life as a narrative, a journey to self-hood.

Brian Braman

UN 543 Capstone: Personal Choices and Public Policies (Fall: 3)

As men and women for others, we are called upon to make informed personal choices on public policy alternatives. Indeed, a major way in our society to relate actively and directly to the needs

of others is through our public policy choices. Beginning with our educations, relationships, work, and spiritual outlooks, policy issues illuminate how we think about social issues and how we choose to care. In essence, this Capstone course is designed to help us relate our sense of personal purpose expressed as personal choices to major social issues delineated as public policies.

Arnold R. Shore

UN 590 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)

Prerequisite: Open only to senior students in FPJ Program. Permission of director required.

This course provides the finishing touch for students in the program for the Study of Faith, Peace, and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present preliminary results of their project study in the seminar. Students and faculty responses to the presentation will help shape the presenter's project into a finished form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

The Department

Graduate Course Offerings

UN 443 Psychoanalytic Case Conceptualization (Spring: 3)

Cross listed with PY 443

Karen Weisgerber

UN 879 Introduction to Psychoanalysis (Fall: 3)

Cross listed with PY 879

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education For graduate students and upper division undergraduates with departmental permission.

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored by actively practicing psychoanalysts will include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will also be explored.

W.W. Meissner, S.J.

Lynch School of Education

INTRODUCTION

The Lynch School offers undergraduate and graduate programs in education, psychology, and human development.

The mission of the Lynch School is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares undergraduate and graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers. Through research, it seeks to advance knowledge in its respective fields, inform policy, and improve practice. Its teachers, scholars, and learners engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites the diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country's best-known financial investors.

UNDERGRADUATE PROGRAMS

Undergraduate students in the Lynch School may choose to major in Early Childhood Education, Elementary Education, Secondary Education, or Human Development.

The Secondary Education Program is taken in conjunction with a major in the College of Arts and Sciences. Students may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, Hispanic Studies, and Classical Humanities. All programs lead to Massachusetts teacher licensure.

The major in Human Development prepares students for work in social and community service and/or for graduate study in counseling, human development, educational psychology, and related fields. The curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in context.

Students in Human Development have obtained employment in educational, human service, and business settings. A practicum experience provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies or community, advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

All of the undergraduate programs in the Lynch School, except the major in Human Development and interdisciplinary majors, are designed to prepare students to meet state requirements for teacher licensure. These programs may change in response to state licensure regulations. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

In addition, there are a number of Fifth Year programs available for academically superior students through which the Bachelor's and the Master's degree can be earned in five years. Please refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

All students entering Lynch School undergraduate programs are to follow a program of studies in selected majors and complete

Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in a department in the College of Arts and Sciences, is also required of students in licensure programs. Students in the Human Development program are required to complete a minor of six courses in one discipline outside the Lynch School, or an interdisciplinary minor or major, or a second major. All programs lead to the degree of Bachelor of Arts.

Information for First Year Students

Although students may satisfy Core requirements in any of their four undergraduate years, they are advised to complete most and, if possible, all Core requirements within the first two years. The remaining 24 courses are to be completed with major and elective choices.

All first year students should select EN 010 First Year Writing Seminar or a Core Literature course (CL 166, CL 217, EN 080-084, GM 063, GM 066, RL 084, RL 300, RL 377, RL 393, SL 084), PY 030 Child Growth and Development and the course(s) designated by your major department. Major requirements are listed in the sections that follow. If you have not declared a major and are listed as Unclassified, follow the course requirements for the Human Development major.

The Professional Development Seminar, a one-credit course, is also a requirement for all Lynch School students and is taken as a sixth course.

The bachelor's degree requires the completion, with satisfactory cumulative average (at least 1.667) of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Students pursuing teacher licensure programs, however, must maintain a cumulative average of at least 2.50 to enroll in the practicum (full-time student teaching).

A second major, either interdisciplinary, Human Development, or in a department of the College of Arts and Sciences subject discipline, is required of all students in licensure programs. This major should be in an area that complements the student's program in the Lynch School. These majors must have the approval of the Offices for Students and Outreach (Campion 104/106). Students in licensure programs are encouraged to declare their liberal arts majors early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program are not required to have a second major but are required to complete a minor of six courses in one subject discipline outside the Lynch School, or an interdisciplinary minor or major, or second major.

A major program of studies within the Lynch School must be declared by all students and approved by the Offices for Students and Outreach before the end of the sophomore year. Human Development majors as well as those seeking a major leading to teacher licensure must be officially accepted into the major by the Lynch School.

Students seeking a major leading to teacher licensure must complete and submit a Declaration of a Major form, an application for admission to a Teacher Education Program, and a current transcript to the Offices for Students and Outreach. That office reviews applications and accepts qualified applicants before the end of the sophomore year. Early program application is encouraged. Human Development majors need to complete a Declaration of a Major form and submit a current transcript.

The remaining courses required for graduation include additional major courses, minor courses, and electives.

Professional Practicum Experiences Leading to Teacher Licensure

Endorsement for license is a collaborative effort between the Lynch School supervisor and the cooperating teacher. Placements for pre-practica and practica leading to license are arranged by the Office of Professional Practicum Experiences, Campion 135, only for eligible students enrolled in programs in the Lynch School. The Director of Professional Practicum Experiences, for appropriate reasons, may choose not to approve a student for the practicum. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Pre-practica and practica are essential parts of the curriculum in the Lynch School. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

Three semesters of pre-practicum assignments of one day per week are required before student teaching in the Early Childhood, Elementary, and Secondary Education programs.

A full practicum (student teaching) is a full-time, five-days-per-week experience in the senior year for an entire semester. In the Lynch School, a full practicum is characterized by the teaching competencies required by the Massachusetts Department of Education. Student teachers must demonstrate the following competencies during their practicum experience: knowledge, communications, instructional practice, problem solving, evaluation, equity, and professionalism.

The full practicum must be completed by all students seeking licensure. A cumulative grade point average of 2.5 and successful completion of all major courses are required prior to student teaching for all students in Early Childhood and Elementary programs. Students in Secondary Education must complete all major courses and 4/5 of A&S courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 29 courses must have been completed before placement is approved.

All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be excluded. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for teacher licensure. Students will not be allowed to enroll in an overload while doing student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Professional Practicum Experiences.

All pre-practica and practica for students seeking teacher licensure are arranged by the Office of Professional Practicum Experiences. Students must apply for a field assignment during the semester preceding the one in which the assignment is to be scheduled.

Application deadlines for all pre-practica are December 1 for spring placements and April 15 for fall placements. Application deadlines for all practica are October 30 for spring placements and March 15 for fall placements. The Office of Professional Practicum Experiences will not be able to arrange assignments for late applicants.

The facilities utilized for pre-practica and practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

Human Development Field Practica

Human Development students should consult the Human Development Handbook for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

International and Special Practicum Placement Program for Undergraduate Studies

Lynch School students may participate in the Foreign Study Programs described in the University section.

The Lynch School's International and Special Practicum Placement Program offers undergraduate classroom opportunities in a variety of foreign countries and out-of-state settings for pre and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director, International and Special Practicum Placement Program, Office of Professional Practicum Experiences, Lynch School, Boston College, Campion 135, Chestnut Hill, MA, 02467-3804.

Academic Honors

The Honors Program

Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School offers an Honors Program. Students are admitted to the Honors Program by invitation only during their freshman or sophomore year, based upon prior academic accomplishment. A description of the Honors Program can be obtained from the Offices for Students and Outreach (Campion 104/106).

MAJORS IN EDUCATION

The undergraduate majors in the Lynch School, with the exception of the major in Human Development, are intended to meet the requirements for advanced provisional teacher licensure of the Massachusetts Department of Education. Also, through the Lynch School's accreditation by the Interstate Licensure Compact (ICC) and the National Council for Accreditation of Teacher Education (NCATE), licensure in other states is facilitated. Licensure requirements are set by each state, however, and are subject to change. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure. All students are urged to consult with the Office of Professional Practicum Experiences or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers four minors for Education majors: Special Education, Middle School Mathematics Teaching, Health Science, Organization Studies-Human Resources Management, and English as a Second Language (ESL).

The minor in Special Education is designed to prepare students to work with a diverse group of special needs learners. In light of a growing national movement for further inclusion of special needs students in regular classrooms, teachers must be able to accommodate special needs students in their classrooms. All Education students are strongly urged to consider this important minor. Detailed information on the minor in Special Education can be found in the Minors in the Lynch School section.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with an A&S Mathematics major or an A&S Mathematics/Computer Science interdisciplinary major, and Secondary Education majors with an A&S Mathematics major. Teachers of middle school mathematics are in great need in the United States, and all eligible Lynch School students should investigate this option. For more information on the minor in Middle School Mathematics Teaching, consult the Minors in the Lynch School section.

The minor in Health Science can be declared as a second minor for Human Development majors. It is open to Connell School of Nursing, A&S, and Carroll School of Management majors. It provides students with an introduction to future careers in the growing health care field. See the Minors in the Lynch School section for more information.

The minor in Organization Studies—Human Resources Management is open to Lynch School Human Development majors only. See the Minors in the Lynch School section for more information.

The English as a Second Language concentration is open to Early Childhood, Elementary, and Secondary Education majors. See the Minors in the Lynch School section for more information.

Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching children without disabilities and children with mild disabilities in regular settings in pre-kindergarten through grade two, in nursery schools, and in early intervention programs.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). Courses in the program cover the following: child development and learning including their applications to the classroom; curriculum and models in early education; teaching diverse learners and children with special needs; the subject matter of reading, language arts and literature, mathematics, science, social studies, the arts, health, and physical education; evaluation procedures; and, methods for teaching problem solving and critical thinking skills.

Students are required to have pre-practicum and practicum experiences in the field and a second major.

Major in Elementary Education

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades 1-6.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, diversity, and development from cultural and historical perspectives. Professional courses are viewed as an integrated approach to the subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners. Instruction enables students to effectively integrate children with disabilities into regular classrooms. Students have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Human Development in the Lynch School, is required. Students must consult with their program advisors and the Offices for Students and Outreach as to the selection and requirements for the major.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades 9-12. The major in Secondary Education

will benefit those students interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Students may prepare to teach in the following disciplines: biology, chemistry, geology (earth science), physics, English, history, mathematics, French, Spanish, Latin, and Classical Humanities.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing, and specific subject methods courses; and classroom assessment. The program also includes three pre-practicum experiences in the junior year and a practicum in the senior year.

Middle School Licensure

Middle School licensure is available to Elementary and Secondary Education students by application to the Massachusetts Department of Education via "alternate route." A special option is provided for minoring in Middle School Mathematics Teaching. Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences.

MAJOR IN HUMAN DEVELOPMENT

The major in Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for further graduate study in many fields of psychology, including counseling, developmental, or educational psychology, or in other professional areas, including business or social work. This major will prepare students for entry-level employment as support personnel in offices of senior professional psychologists and counselors, and in settings such as child/adult residential or day care facilities, and alternative educational, community or business settings. Ten courses are required for the major.

The Human Development major does not provide for state licensure as a classroom teacher.

Students who are pursuing Human Development as their primary major within the Lynch School, regardless of class year, are required to carry one of the following:

- a minor of six courses in a single subject in A&S,
- a major or an interdisciplinary minor (e.g., Black Studies, Women's Studies) in A&S, or
- a second major or interdisciplinary major in the Lynch School.

The minimum number of courses acceptable for a minor is six, and Core courses may be included. The minor in Special Education is an excellent option for Human Development majors interested in special needs settings. The minor in Organization Studies—Human Resources Management offered with the Carroll School of Management is an important resource for students planning to work in business or industry. Students who have a second major automatically fulfill the minor requirement. Specific acceptable areas of study for both majors and minors are listed under the College of Arts and Sciences, with acceptable interdisciplinary majors listed above.

A handbook for Human Development majors is available in the Offices for Students and Outreach (Campion 104/106) and the information is presented on the Lynch School website. This handbook lists all required courses and the sequence in which courses should be taken. The handbook should be consulted before selecting courses. Field practicum courses that include ten hours a week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar are strongly recommended. The handbook lists field placement opportunities.

The Human Development major has six core courses and three foci or concentrations: human services; organization studies—human resources, and community advocacy and social policy. Each focus has an additional required course and several electives from which to choose.

SECOND MAJORS AND INTERDISCIPLINARY MAJORS FOR LYNCH SCHOOL STUDENTS

All students in the Lynch School pursuing an Education major leading to licensure are required to complete a second major in Arts and Sciences or an interdisciplinary major as outlined below. Human Development students are required to carry a minor of six courses in a single subject in A&S, a major or an interdisciplinary minor in A&S, or a second major or interdisciplinary major in the Lynch School. Acceptable interdisciplinary majors are listed below.

Lynch School Majors

Interdisciplinary Majors

Interdisciplinary majors are based in two or more Arts and Sciences disciplines that are relevant to the teaching endeavors of early childhood and elementary teachers. Each of these majors is available to students in the Lynch School pursuing Elementary and Early Childhood Education and Human Development. Students should consult their advisors regarding the specific courses for these interdisciplinary majors. A list of courses required for these interdisciplinary majors is available in the Offices for Students and Outreach (Campion 104/106).

Note: Secondary Education students may not pursue any of these interdisciplinary majors and be certified to teach in these areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

Human Development majors may choose a second major or one of the interdisciplinary majors listed below in place of their A&S minor requirement.

Child in Society

Introduces students to theory and research that focus on the child from the perspectives of several different social science disciplines: considering the child as an individual and in the context of the family and community (psychology and sociology) and the child in the context of a cultural group and community (anthropology and cultural psychology).

Mathematics/Computer Science

Recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science, but who are not interested in the traditional Mathematics major because of their intended career objective as elementary, early childhood, or special needs educators.

Human Development

Provides students with a background in the fields of counseling, developmental, and educational psychology. This major is particularly appropriate for students seeking a deeper understanding of the relationships between psychology and education and between schools and other social services, community agencies, and public and private organizations, including business.

American Heritages

Recommended for students who are interested in the American heritage from literary and historical perspectives. Two tracks are available for students pursuing this major: a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives.

Perspectives on Spanish America

Recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

General Science

Designed for students seeking a broad and general background in science to help them teach in an early childhood, elementary, or special education setting. Nine courses are required from four science departments: biology, chemistry, physics, and geology.

Note: Secondary students may not pursue any of the above interdisciplinary majors and be certified to teach in these areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

MINORS IN THE LYNCH SCHOOL

Minors for Lynch School Students

All Lynch School majors may minor in Special Education or Health Science. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching (see details below). Lynch School Human Development majors may apply for the minor in Organizational Studies—Human Resources Management. The English as a Second Language concentration is open to Early Childhood, Elementary, and Secondary Education majors. A GPA of 3.0 is generally required. Further information on these minors is below.

Minor in Special Education

All Lynch School undergraduate majors may minor in Special Education, and any Lynch School student who has an interest in special needs education is encouraged to pursue this minor. (Note: Human Development majors in the Lynch School may declare the Special Education minor in addition to the required A&S minor.) Interested students must complete a Declaration of Major form and submit it to the Offices for Students and Outreach (Campion 104). While the Minor in Special Education does not lead to licensure as a special needs teacher, students can pursue fifth year programs that lead to licensure as a Teacher of Students with Special Needs (Pre-K to Grade 9 and Grades 5-12) or as a Teacher of Low Incidence Disabilities (including severe disabilities, visual impairments, deaf/blindness, and multiple disabilities). A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

The Minor in Special Education is not available to students outside of the Lynch School.

Minor in Health Science

All Lynch School majors (as well as all Connell School of Nursing, A&S, and Carroll School of Management majors) may minor in Health Science. Students in the Lynch School who major in Human Development may declare Health Science as a second minor. See more information about this minor at the end of the Minors section.

Minor in Middle School Mathematics Teaching

The minor in Middle School Mathematics Teaching is available only to Lynch School undergraduate students who are Elementary Education majors with an A&S Mathematics major or a Mathematics/Computer Science interdisciplinary major, or Secondary Education majors with an A&S Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Offices for Students and Outreach (Campion 104/106). While the minor in Middle

School Mathematics Teaching does not directly lead to middle school mathematics licensure in the Lynch School, it does fulfill the National Council of Mathematics requirements for middle school teachers of mathematics. Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Minor in Organization Studies—Human Resources Management

The minor in Organization Studies—Human Resources Management is open to Lynch School Human Development majors only. Human Development majors who are interested in pursuing a career in personnel work or organizational studies may elect a minor in Organization Studies—Human Resources Management in the Carroll School of Management. Ordinarily, students are expected to have a 3.0 GPA. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Applications for this minor are available from the Offices for Students and Outreach (Campion 104/106). This minor is limited to 15 students per year. Students may submit applications in their sophomore year. The coordinator of the Human Development Program will review and approve the applications.

English as a Second Language (ESL) Concentration

The English as a Second Language (ESL) Concentration satisfies the Massachusetts requirements for subject matter knowledge for Teachers of English as a Second Language. Students seeking licensure in Early Childhood, Elementary, or Secondary Education apply to the Massachusetts Department of Education for ESL as an additional certificate. These students would need to fulfill the courses included in this program and pass the ESL teacher test.

Minors for College of Arts and Sciences Majors

Some A&S majors are eligible to minor in Secondary Teaching (see more information below). All A&S majors may minor in Health Science or General Education. More information on these three minors is below.

Minor in Secondary Education

Students from the College of Arts and Sciences who follow a major in biology, chemistry, geology (Earth science), physics, English, history, mathematics, French, Spanish, or Latin and classical studies in the College of Arts and Sciences, may apply to minor in Secondary Education. (Note: This minor is open to eligible A&S undergraduate students only). This program begins in the sophomore year, and interested students should apply to the Offices for Students and Outreach (Campion 104/106) before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state licensure in all areas listed. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Please note: A&S students pursuing this minor ordinarily graduate with a total of 40 three-credit courses.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Students must complete 32 courses in the College of Arts and Sciences.

Applications for the Secondary Education Minor must be submitted to the Offices for Students and Outreach, Campion 104/106. Interested students are welcome to inquire and obtain information from the Offices for Students and Outreach.

Minor in Health Science

All A&S majors (as well as all Lynch School, Connell School of Nursing, and Carroll School of Management majors) may minor in Health Science. See more information about this minor at the end of the Minors section.

Minor in General Education

All A&S majors (as well as all Connell School of Nursing and Carroll School of Management majors) may minor in General Education. See more information about this minor at the end of the Minors section.

Minors for Carroll School of Management Majors

All Carroll School majors may minor in Human Development for Carroll School Majors, Health Science, or General Education. More information on these three minors is below.

Minor In Human Development

Students majoring in the Carroll School who have interests in developmental or educational psychology, or in the social service professions, may elect a minor in Human Development in the Lynch School. (Note: this minor is open to Carroll School undergraduates only). Ordinarily, students will be expected to have a 3.0 GPA. A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). This minor does not lead to state licensure. Applications for the Human Development minor are available in the Carroll School Department of Organizational Studies—Human Resource Management. Applications should be submitted no later than September of a student's junior year.

Minor in Health Science

All Carroll School of Management majors (as well as all Lynch School, Connell School of Nursing, and A&S majors) may minor in Health Science. See more information about this minor at the end of the Minors section.

Minor in General Education

All Carroll School of Management majors (as well as all Connell School of Nursing, and A&S majors) may minor in General Education. See more information about this minor at the end of the Minors section.

Minors for Connell School of Nursing Majors

All Connell School majors may minor in Health Science or General Education. More information about these two minors is below.

Minors for Lynch School, Arts and Sciences, Connell School of Nursing, and Carroll School of Management Majors

Minor in Health Science

This concentration is designed to acquaint all undergraduate students (Lynch School, Connell School of Nursing, A&S and Carroll School of Management) with alternatives for future careers in the health field. (Note: Human Development majors in the Lynch School may declare the Health Science minor in addition to the required A&S minor.) It is advisable, regardless of the student's major area of study, to carefully select Core courses in the freshman year.

Minors for Connell School of Nursing, A&S, and Carroll School of Management Majors

Minor in General Education

All undergraduate students in Connell School of Nursing, A&S, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses with their advi-

sor's approval. (Note: This minor is not available to Lynch School students.) A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106).

FIFTH YEAR PROGRAMS

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a Bachelor's degree and a Master's degree in five years. The Master's courses taken in the undergraduate years are covered under undergraduate tuition, thereby reducing the cost of the Master's program. None of the 38 courses required for the Bachelor's degree may be counted toward a Fifth Year Program. This restriction against double-counting of courses for different degrees is one of the basic tenets that governs the recording and awarding of degrees. The Fifth Year Programs are comprised of graduate courses above and beyond the 38 three-credit courses that must be completed in order to fulfill the Bachelor's degree requirements and must be 300 level graduate courses or above.

Fifth Year Programs are available in various areas:

- Elementary, Early Childhood, or Secondary Teaching
- Teacher of Students with Special Needs, including mild/moderate learning disabilities, developmental disabilities, and behavior disorders
- Severe Special Needs
- Higher Education
- Educational Research, Measurement, and Evaluation
- Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs.

Students interested in a Fifth Year Program should consult with the Lynch School Office of Graduate Admissions, Campion 103, during the spring semester of their junior year. Without proper advisement, and early acceptance into a Master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work dual Master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this program in Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact the Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, MA 02467, 617-552-4024.

LYNCH SCHOOL GRADUATE PROGRAMS

Introduction

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

Policies and Procedures

Admission

Information about admission is available on the Lynch School website at <http://www.bc.edu/lynchschool>. You may also write to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, MA 02467-3813, telephone 617-552-4214, e-mail lsadmissions@bc.edu

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental sta-

tus, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a non-degree or special student. Please consult the Lynch School admissions materials for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$200 by the date stipulated in the Admission letter. The deposit is applied to tuition costs for the first semester of study.

Deferral of Admission

Admission may be deferred for up to one year. Deferred admission must be requested in writing from the Office of Graduate Admissions and must be confirmed by the Lynch School. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$200. This will hold a space in the following year's class and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

Admission for International Students

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an application that can be downloaded from the Lynch School website at <http://www.bc.edu/lynchschool>. You may also write to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, MA 02467-3813, telephone 617-552-4214, or e-mail lsadmissions@bc.edu. All international student applicants for whom English is not a first language must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service (Box 955, Princeton, NJ 08540 or 1947 Center St., Berkeley, CA 94794). Ordinarily, the Lynch School expects a minimum score of 550 on the written examination or 213 on the computer-based test. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ. In addition, the Lynch School requires all applicants of doctoral programs to take the Graduate Record Examination (GRE).

Special Student (Non-Degree Status)

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Special Student. Many individuals choose Special Student status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of acquiring professional development points or continuing education units.

A formal Special Student application must be completed and sent to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, MA 02467, prior to registration for classes. The transcript must be received by the first week of classes. Registration will not be permitted if the application is not complete.

Although there is no limit on the number of courses Special Students may take outside their degree program, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Special Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Special Students. Due to space limitations, all courses may not be available to Special Students. Professional course work associated with teacher licensure or counseling psychology licensure (including practicum course work) is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester to maintain class size. A listing of restricted courses is available in the Office of Graduate Admissions each semester.

Teachers and counselors who have been awarded course vouchers for service to Boston College are not required to apply as Special Students but should submit their vouchers with the Cooperating Professionals Form to the Office of Graduate Admissions.

Financial Aid

For a full description of available financial aid, please refer to The University: Policies and Procedures section of this catalog. A variety of fellowships, assistantships, grant funding, and awards are available to students in Master's and Doctoral programs in the Lynch School. Graduate assistantships, particularly for students pursuing Doctoral programs, are perhaps the most common forms of aid. However, several other aid programs are specifically designed for students in education. Upon acceptance into the Lynch School, financial aid information detailing current offerings at the University is provided to the student.

The *Peter Jay Sharp Urban Scholars Fund* provides resources for graduate students of color committed to teaching in urban schools. Qualified students would receive full tuition remission and stipends.

The *Donovan Urban Teaching Scholars Program* provides a half-tuition scholarship for students in any teacher licensure program who are especially interested in teaching in urban settings. The program was created in honor of Rev. Charles F. Donovan, S.J., founding dean of the Lynch School of Education, whose commitment to excellence in scholarship and teaching formed the basis of the Boston College tradition of teacher preparation.

The *Educators Awards for Minorities (TEAM)* award is a scholarship program that offers varying amounts of tuition remission to academically talented American students of color pursuing graduate programs that prepare them for professions in the schools. Some scholarship recipients are new to the profession, while others are veteran professionals with extensive histories of service to schools. The program began in 1990 to address the critical shortage of African-American, Hispanic, Asian, and Native American (AHANA) school professionals.

Some Lynch School students are also eligible to compete for several full-tuition fellowships with generous stipends and tuition remission, specifically for American AHANA students in Doctoral programs.

Deans Awards are tuition scholarships of varying amounts given to incoming students in recognition of academic distinction.

Catholic Leadership Awards are tuition scholarships of varying amounts awarded to students pursuing careers in education and counseling in Catholic schools.

The *Administrative Fellows in Higher Education Program* provides financial assistance to qualified students, mainly at the Doctoral level, who are enrolled in Higher Education. These fellowships include a stipend and tuition remission, and the opportunity to work closely with a senior administrator at Boston College. Information is available to Higher Education Doctoral and Master's applicants from the Office of Graduate Admissions, Campion 103.

Financial aid is also available in some Special Education programs through paid experiences in schools or through federal grant support.

Application packages mailed from the Graduate Admissions Office include a special application for graduate assistantships. This application should be returned with the admissions application and a resume and is kept with the file as it passes through the review process. If a favorable recommendation for admission is granted, the assistantship application is placed in a central holding file in the student's department office. Students are contacted if their application for an assistantship has been selected. Graduate assistantships are a combination of tuition scholarship and stipend.

Current Master's students seeking graduate assistantships should apply through the Offices for Students and Outreach, Campion 104/106. Doctoral students should apply through the Office of the Associate Dean, Campion 101. Current students must apply for graduate assistantships by March 15 of each year.

Students with Disabilities

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure so long as such accommodation does not result in waiver of competencies required for graduation or licensure.

Licensure and Program Accreditation

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate Licensure Compact (ICC), a Program of Study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the State, and requirements for licensure are subject to change by the State. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. The Office of Professional Practicum Experiences, Campion 135, 617-552-4206, can help with most teacher, administrator, and school counselor licensure questions.

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-cred-

it M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure. Counseling Psychology students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). The Office of Professional Practicum Experiences can help with questions about licensure in counseling at the Master's level.

International and Special Practicum Placement Program for Graduate Studies

The Lynch School's International and Special Practicum Placement Program offers classroom opportunities in a variety of foreign countries and out-of-state settings for pre- and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Out-of-State Practicum Placement Program, Office of Professional Practicum Experiences, Campion 135, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804.

Degree Programs

The Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., C.A.E.S., Ed.D., and Ph.D. degrees. Graduate programs serve a dual purpose: **research**, preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies; and **practice**, preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

Doctoral Degree Programs

General Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the Associate Dean. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum & Instruction
- Educational Administration (K-12)
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a Doctoral program, the Doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor.

Doctoral students in the Lynch School complete, in addition to course work, comprehensive exams, are admitted to Doctoral candidacy, and complete a Doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at <http://www.bc.edu/lynchschool>.

Certificate of Advanced Educational Specialization (C.A.E.S.)

A Certificate of Advanced Educational Specialization (C.A.E.S.) is available in selected areas of study, providing students with opportunities to build on prior graduate work. The C.A.E.S. involves a planned Program of Studies consisting of at least 30 credit hours beyond the Master's degree.

Comprehensive examinations are required. Programs of Study should be planned with appropriate program advisors and must be completed within five years. All C.A.E.S. students are supervised by the Offices for Students and Outreach, Campion 104/106.

Master's Degree Programs

Candidates for the Master's degree must be graduates of an accredited college or university. In very rare cases, based upon an applicant's academic record or test scores, acceptance may be conditional with the approval of the Office of the Associate Dean for Students and Outreach. Students admitted conditionally are evaluated by the department and recommended to the Offices for Students and Outreach for approval after the first semester of course work or after earning a minimum of six credits. Students who have met their condition are notified of this in writing. Students who have not met their condition are not matriculated into the program. All Master's students are supervised by the Offices for Students and Outreach, Campion 104/106.

Master of Education Degree (M.Ed.)

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching*
- Secondary Teaching*
- Special Education Teaching**
- Reading/Literacy Teaching
- Curriculum & Instruction
- Educational Administration
- Educational Research, Measurement, and Evaluation

*Middle School licensure is available to Secondary Education students by application to the Department of Education via an alternative route. Students seeking this level of licensure should consult the Office of Professional Practicum Experiences, Campion 135, 617-552-4206.

**The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K-9 and Grades 5-12; Severe Special Needs; Students with Deaf-Blindness and Multiple Disabilities.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

The M.A.T./M.S.T. degree programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate Arts and Sciences department, require admission to both the Lynch School and to the appropriate Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, geology (Earth Science), physics, English, Latin and classical humanities, history, mathematics, French, and Spanish.

Programs are described under the section on programs in Teacher Education/Special Education and Curriculum & Instruction.

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Early Childhood Specialist
- Higher Education Administration
- Counseling Psychology
- Developmental and Educational Psychology

These programs are described in each departmental section.

Course Credit

A *minimum* of 30 graduate credits is required for a Master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Offices for Students and Outreach, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for in the Offices for Students and Outreach, Campion 104.

In the first semester of matriculation, students must complete a Program of Studies in consultation with their advisor. Program of Studies forms are available from program advisors or in the Offices for Students and Outreach, Campion 104. These forms must be approved and filed in the Offices for Students and Outreach.

Ethical Research with Human Subjects Review

Students conducting research with human subjects are required to fill out the form for Ethical Review of Human Subjects.

Fifth Year Programs

Academically superior students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a Bachelor's degree and a Master's degree in five years. Please refer to the Fifth Year Program description in the section of this Catalog covering Lynch School undergraduate programs.

Research Centers

The Lynch School houses several Research Centers. For more information on the Research Centers, please refer to the About Boston College section of this catalog.

Department of Teacher Education/Special Education, and Curriculum & Instruction

The Department of Teacher Education/Special Education and Curriculum & Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements.

Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, Master's and Doctoral programs are available in Curriculum & Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The Doctoral program in Curriculum & Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

Licensure

Endorsement of candidates for Massachusetts teaching licensure is a collaborative effort between the Lynch School supervisor and the cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the Master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC) and the National Council for the Accreditation of Teacher Education (NCATE), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, Earth Science, Foreign Language, Latin, and Classical Humanities
- Teacher of Reading
- Teacher of Students with Moderate Special Needs (Pre K-9, 5-12)
- Teacher of Students with Severe Special Needs (Pre K-12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the initial licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Professional Practicum Experiences (Campion 135). The Director of Professional Practicum Experiences, for appropriate reasons, may not approve a student for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are April 15 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- Grade Point Average of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Professional Practicum Experiences
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Professional Practicum Experiences

A full practicum is characterized by the five Professional Standards as required by the Massachusetts Department of Education. Student teachers must demonstrate these five standards during their practicum experience: content knowledge, instructional practice, evaluation, equity, and professionalism.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Professional Practicum Experiences.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to many schools requires that the student have a car. Carpooling is encouraged.

Application Deadlines for Programs in Teacher Education/Special Education and Curriculum & Instruction

Master's programs in Teacher Education/Special Education and Curriculum & Instruction, with two exceptions, have the following deadlines for applications: January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. The M.A.T. program in English and the M.A.T. program in history accept applications only once per year January 1 for a summer or fall deadline. M.A.T./M.S.T. candidates must be accepted by both the Lynch School and the Graduate Arts and Sciences department of their specialization. More information can be found under Master's Programs in Secondary Teaching, below.

The deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs, or Curriculum & Instruction is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Curriculum & Instruction is January 1 for fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschool>, or email lsadmissions@bc.edu.

Programs in Teacher Education/Special Education and Curriculum & Instruction

Master of Education (M.Ed.) in Early Childhood Teaching

The Master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach normal and moderately disabled children in regular settings, pre-K-3. Students can enter the program without teaching licensure (selecting Advanced Provisional Master's Program). Prerequisite for either program is a college degree with an Arts and Sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the admissions director or the faculty advisors to confirm licensure eligibility.

Master of Education (M.Ed.) in Elementary Teaching

The Elementary Teaching program is designed for students who wish to teach in grades 1-6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a Bachelor's degree with an Arts and Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.) or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9-12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, and Latin and classical humanities. The prerequisite for the program is a Bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum.

In addition to required courses in the field of education, secondary education Master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the Master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. applicants file only one application, to the Lynch School. The Graduate Admissions Office coordinates the admissions process with Graduate Arts and Sciences faculty. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. Please contact the Graduate School of Arts and Sciences directly for further information at Admissions, GA&S, Boston College, McGuinn Hall 221, Chestnut Hill, MA 02467-3807, 617-552-3265.

Middle School Licensure

Middle School licensure is available to Elementary and Secondary education students by application to the Department of Education via an alternate route. Students seeking this level of licensure should consult the Office of Professional Practicum Experiences, Campion 135, 617-552-4206.

Master of Education (M.Ed.) in Reading/Literacy Teaching

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one year of teaching to meet Massachusetts licensure standards for Teacher of Reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is normally required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

Master of Education (M.Ed.) in Curriculum & Instruction

The Master's degree program in Curriculum & Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum & Instruction are required. Courses of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences.

Master of Education (M.Ed.) in Special Education

Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K-9, and Grades 5-12

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. For this reason, students become certified in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The Program of Studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Deaf-Blindness and Multiple Disabilities

Graduates of this program are serving individuals with deaf-blindness in a variety of roles throughout the United States and other countries. Practical experiences working with learners with multiple disabilities and deaf-blindness are important components of this specialty. Students may choose a particular focus (e.g., infant stimulation, adolescence, pre-vocational, young children, etc.). A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Donovan Urban Teaching Scholars Program

The Donovan Urban Teaching Scholars program is open to Master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education programs in teaching listed above. All Donovan scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to an M.Ed. teacher licensure program and financially supported from the Donovan Scholars program which carries tuition remission credits.

Dual Degree Program (J.D./M.Ed.) in Law and Education (Curriculum & Instruction)

See description of this dual degree program below in the Dual Degree Programs section.

Certificate of Advanced Educational Specialization Degree Programs (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a Master's degree and seek a higher level of specialization or professional licensure in administration. The core course requirements and licensure requirements are similar to those in the Master's degree program. For further information on C.A.E.S. programs in Educational Administration, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Doctoral Program (Ph.D.) in Curriculum & Instruction

The Doctoral program in Curriculum & Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The Program of Studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of Studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their Doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: critical pedagogy, diversity, and social justice; curriculum, policy, and school reform; language, literacy, and learning; and, mathematics, science, and technology.

Department of Educational Administration and Higher Education

The Department of Educational Administration and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences, attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

Programs in Educational Administration***Licensure, Pre-Practicum, and Practicum Experiences for Students in Educational Administration Programs***

Students in Educational Administration may seek state administrative licensure and NCATE approval as:

- Superintendent/Assistant Superintendent
- School Principal/Assistant School Principal
- Supervisor/Director
- Administrator of Special Education

Students seeking administrative licensure work directly with their faculty advisors in Educational Administration to apply for and arrange their pre-practicum and practicum experiences. The faculty, for appropriate reasons, may not approve a student for the practicum. All field experiences in the Lynch School are overseen by the Office of Professional Practicum Experiences. All Educational Administration students in a practicum must register for ED 626 in the same semester in which they register for the practicum unless they have the written prior approval of the Program Director. Educational Administration students seeking Massachusetts licensure are required to pass the Massachusetts Tests for Educator Licensure (MTEL).

Application Deadlines for Programs in Educational Administration

The deadline for application to the M.Ed. or C.A.E.S. programs in Educational Administration is January 1 for summer or fall admission with June 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Educational Administration is February 1 for summer or fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschool> or email us at lsadmissions@bc.edu.

Master of Education (M.Ed.) in Educational Administration

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the Master's program in educational leadership. Most students admitted to the Master's program have teaching experience, but little or no prior graduate study in educational administration. To be *licensed*, one must have at least three years of teaching experience.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

At the conclusion of their Program of Studies, students sit for a one-hour oral comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

Dual Degree Program (J.D./M.Ed.) in Law and Education (Educational Administration)

See description of this dual degree program below in the Dual Degree Programs section.

Certificate of Advanced Educational Specialization Degree Programs (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a Master's degree and who do not plan to pursue a Doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on

C.A.E.S. programs in Educational Administration, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Doctoral Program (Ph.D.) in Educational Administration

The Doctoral program in Educational Administration prepares students for senior level administrative and policy positions in public or private schools, educational settings, and private or governmental agencies concerned with elementary and secondary education. The program was created to address the era of change facing public, religious, and private elementary and secondary education.

Doctoral students may seek state licensure for such positions as Superintendent/Assistant Superintendent, Principal/Assistant Principal, Supervisor/Director, and Administrator of Special Education. The program accepts five or six students per year. They may pursue their studies as full-time or part-time students in an individualized program. Catholic school educators will have an opportunity to focus on issues particular to the teaching and administrative leadership in Catholic elementary and secondary schools.

Programs in Higher Education***Application Deadlines for Programs in Higher Education***

The deadline for application to both the M.A. program and Ph.D. program in Higher Education is January 1 for summer or fall admission. All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application from the Lynch School website at <http://www.bc.edu/lynchschool> or email lsadmissions@bc.edu.

Master of Arts (M.A.) in Higher Education

The Master's degree in Higher Education prepares students for entry and middle-management positions in student affairs as well as in other professional areas in colleges, universities, community colleges, and policy making organizations. The M.A. program consists of 30 credit hours of required and elective course work and an internship. The program may be completed in one academic year and one summer by students interested in full-time study. It is also possible to complete the program on a part-time basis. In addition to a core of foundational studies in higher education, the program offers students the opportunity to focus on one facet of higher education. Among these are the following:

- Administration and policy analysis in higher education
- Student development and student affairs (including electives in counseling)
- International and comparative higher education
- Finance and economics of higher education
- Organizational culture and change

Faculty advisors work with students on an individual basis to design programs of study and applied administrative experiences according to the individual student's needs, interests, and goals.

Doctoral Degree (Ph.D.) in Higher Education

The Doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including: administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; finance and economics of higher education; orga-

nizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The Doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education, methodological courses, specialized elective courses in higher education and related fields, including research seminars, optional internship experience, and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

Dual Degree Program (M.B.A./M.A.) in Management and Higher Education

See description of this dual degree program below in the Dual Degree Programs section.

Department of Counseling, Developmental, and Educational Psychology

During their first year, all matriculated students should work with their advisors to complete a Program of Studies. Master's and Doctoral students must file their Program of Studies with their advisors.

Programs in Counseling Psychology

Programs in Counseling Psychology have as a mission the preparation of counselors at the Master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

Application Deadlines for Programs in Counseling Psychology

The deadline for application to the M.A. program in Counseling Psychology is January 1 for fall admission.

The deadline for application to the Ph.D. program in Counseling Psychology is December 15 for fall admission. All candidates will be notified of their status no later than April 15.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may download the application from the Lynch School website at <http://www.bc.edu/lynchschool> or email lsadmissions@bc.edu.

Master of Arts (M.A.) in Counseling

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 36 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. It is recommended, though not required, that persons selecting the Mental Health Counselor sequence enroll in Summer Session classes offered by the program to complete their degree program in the two-year time period.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their Master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester-hour *Mental Health Counselor* sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the state of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The *School Counselor* sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), National Council for Accreditation of Teacher Education (NCATE), and Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (grades pre-K-9) or the middle/high school track (grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology office and on the Lynch School website.

Dual Degree Program in Counseling and Pastoral Ministry

See description of this dual degree program below in the Dual Degree Programs section.

Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)

The Doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the pro-

gram helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

Doctoral applicants are required to have a Master's degree in Counseling or a closely related field, with a completed core program commensurate to our Master's counseling sequence, including a minimum of 400 clock hours of supervised counseling practicum. The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-Doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-Doctoral supervised experience.

The entering Doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the Doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, Doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study and advanced practica, including a year of full-time internship and successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Programs in Applied Developmental and Educational Psychology

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is applied life-span developmental psychology. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the Master's degree in Developmental and Educational Psychology and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/Special Education and Curriculum & Instruction descriptions for the licensure in Early Childhood program.

Application Deadlines for Programs in Applied Developmental and Educational Psychology

The deadline for application to either the M.A. program in Developmental and Educational Psychology or the Early Childhood Specialist M.A. program is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Applied Developmental and Educational Psychology is January 1 for fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschool> or email at lsadmissions@bc.edu.

Master's Programs (M.A.) in Developmental and Educational Psychology

Developmental and Educational Psychology (M.A.) Option

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design a Program of Study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Early Childhood Specialist (M.A.)

The Early Childhood Specialist program prepares students as early childhood specialists within a variety of fields that involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues generally as well as a specific concentration on young children. In addition, students may select electives to develop their own particular focus.

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multidisciplinary teams in research, government, and hospital settings. This program does not lead to licensure. Those interested in licensure should choose Early Childhood Teaching. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology

The Doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. The program faculty is committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in a range of communities is a major focus.

The faculty brings four areas of specialization to these central themes: early childhood, with a focus on the development of social competency, self-regulation, and critical thinking skills; cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications; ethical decision making and values and character formation; and, the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the life span. In addition, students develop expertise in the following areas: social, affective, and cognitive development; individual differences; cognition and learning; social policy; cultural context of development; research methods; and statistics.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Department of Educational Research, Measurement, and Evaluation

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, the evaluation of educational programs, and in research methodology for the social sciences and human services.

Application Deadlines for Programs in Educational Research, Measurement, and Evaluation

The deadline for application to the M.Ed. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission.

Note: In some cases, applications are considered beyond the deadline. Call the Graduate Admissions Office at 617-552-2292 for more information.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschooll> or email at lsadmissions@bc.edu.

Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation

This program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. The M.Ed. student may also take one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Other departmental requirements for the Ph.D. are discussed above.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about

educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Training and experience are provided in the use of computers in statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

Dual Degree Programs

The Lynch School offers six dual degree programs in collaboration with the Boston College Law School, Carroll School of Management, and Institute for Religious Education and Pastoral Ministry.

Dual Degree Programs—Law and Education

The dual degree programs in Law and Education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in education (M.Ed. in Curriculum & Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to either the M.Ed. programs in Curriculum & Instruction or Educational Administration or M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The BC Law School accepts applications from mid-September

through March 1 for the class entering in August. Contact it directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617-552-8550.

Dual Degree Program—Management and Higher Education (M.B.A./M.A.)

This joint degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a Master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers.

Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School and the Carroll School of Management.

The deadline for application to the M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The Carroll School of Management has an application deadline of March 1 for international students and any candidate who wishes to be considered for an assistantship or scholarship. Domestic applicants not applying for assistantship or scholarship may submit their applications by April 1. Extensions beyond this date are granted on an individual basis.

Dual Degree Program—Pastoral Ministry and Counseling (M.A./M.A.)

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the Institute of Religious Education and Pastoral Ministry (IREPM) and the Lynch School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School Master's program in Counseling and the IREPM. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to the M.A. program in Counseling is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. IREPM encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, IREPM, Boston College, 31 Lawrence Ave., Chestnut Hill, MA 02467-3921, 617-552-8440.

Dual Degree Program—Pastoral Ministry and Educational Administration (M.A./M.Ed.)

The dual degree (M.Ed./M.A.) Program in Pastoral Ministry and Educational Administration allows students to combine the foundations of educational leadership with a faith-based perspective. Dual degree candidates file separate applications to, and are admitted by, both the Lynch School Master's program in Counseling and the Institute of Religious Education and Pastoral Ministry (IREPM).

The deadline for application to the M.Ed. program in Educational Administration is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. IREPM encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, IREPM, Boston College, 31 Lawrence Ave., Chestnut Hill, MA 02467-3921, 617-552-8440.

Lynch School Graduate Programs, Summary of Program and Degree Offerings

Department of Teacher Education/Special Education and Curriculum & Instruction

Early Childhood Education: M.Ed.

Elementary Education: M.Ed.

Secondary Education: M.Ed., M.A.T., M.S.T.

Reading /Literacy Teaching: M.Ed., C.A.E.S.

Curriculum & Instruction: M.Ed., C.A.E.S., Ph.D.

Special Education (Moderate Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed, C.A.E.S.

Special Education (Students with Severe Special Needs): M.Ed

Department of Educational Administration and Higher Education

Educational Administration: M.Ed., C.A.E.S., Ed.D., Ph.D.

Higher Education: M.A., Ph.D.

Department of Counseling, Developmental and Educational Psychology

Counseling Psychology: M.A., Ph.D.

Applied Developmental and Educational Psychology: M.A., Ph.D.

Early Childhood Specialist: M.A.

Department of Educational Research, Measurement and Evaluation

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D

Dual Degrees Education/Law, Education/Management, Education/Pastoral Ministry, and Counseling/Pastoral Ministry

Curriculum & Instruction/Law: M.Ed./J.D.

Educational Administration/Law: M.Ed./J.D.

Educational Administration/Pastoral Ministry: M.Ed./M.A.

Higher Education/Law: M.A./J.D.

Higher Education/Management: M.A./M.B.A.

Counseling/Pastoral Ministry: M.A./M.A.

Faculty

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Jean Mooney, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

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Michael Russell, *Assistant Professor*; B.A., Brown University; M.Ed., Ph.D., Boston College

Joan Dobzanski, *Adjunct Assistant Professor*; B.A., Mt. St. Mary College; M.Ed., C.A.G.S., Rivier College; Ph.D., Boston College

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

PY 030 Child Growth and Development (Fall/Spring: 3)

First part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course acquaints students with multiple processes of child development, including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. Discusses and analyzes classic theories, contemporary issues, and key research in child development in view of their application to educational and other applied settings.

The Department

PY 031 Family, School, and Society (Spring: 3)

Prerequisite: PY 030

Second part of a two-course sequence (PY 030-PY 031) that introduces students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course considers the social and cultural contexts that shape developmental and educational processes. Focuses on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasizes special role of education in linking community resources for an integrated approach to serving children and families.

The Department

PY 032 Psychology of Learning (Fall/Spring: 3)

Discusses classic and contemporary theories of learning and of cognitive development and theories of the relation between learning and cognitive development. Also looks at major studies with children. Compares and contrasts theories along key dimensions on which they vary. Addresses issues and questions that include: is the environment or our biological endowment and innate knowledge responsible for our learning; are babies born with a lot of knowledge or must all cognition develop from scratch; does development precede learning (readiness to learn). Also looks at role of motivational factors, and discusses practical applications of theory and research.

Joan Lucariello

ED 039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)

Students must be registered for ED 151 and arrange their schedules to be on site in a school Tuesday or Thursday.

Emphasizes theories of learning and focuses on the translation of learning theories to instruction and curriculum practices at the elementary school levels (1-6). Current research on learning, effective teaching, curriculum models, and classroom management serves as a basis for study and reflection.

The Department

PY 041 Adolescent Psychology (Fall/Spring: 3)

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.

The Department

ED 044 Working with Special Needs Students (Fall/Spring: 3)

Introduces pre-service teachers to the wide range of diversity that exists across today's general school population and to the increased professional demands this diversity makes upon teachers. Beginning with an understanding of the special education services mandated by federal and state regulations, discusses the "Least Restrictive Environment" concept. Describes the roles of regular and special education teachers in evaluating students and in developing appropriate curriculum accommodations.

The Department

ED 060 Classroom Assessment (Fall/Spring: 3)

Stresses the assessment concerns of classroom teachers. Presents the roles of assessment in organizing students, planning and conducting instruction, determining student learning, and judging the quality of varied assessment techniques. Students will acquire skills in formal assessment, objective writing, test item writing and scoring, alternative assessment procedures, grading, and standardized test interpretation. A special section for special education students presents techniques used in the development and implementation of individualized educational plans (IEP's) for students with special needs. Distinguishes between assessment practices aimed at establishing legal eligibility for services and assessment for useful instructional planning.

The Department

ED 100 Professional Development Seminar for Freshmen (Fall: 1) **Designed as a continuation of orientation**

Mandatory for all freshmen.

Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.

John Cawthorne

ED 101 Teaching Reading and Language Arts (Fall/Spring: 3)

Provides students with an understanding of how children develop language and literacy competency in a classroom setting. Focuses on models and theories of reading and writing instruction, approaches to teaching reading and language arts, and assessment of language and literacy learning.

The Department

ED 105 Teaching the Social Sciences and the Arts (Fall/Spring: 3)

Explores major theories and practices of teaching the social sciences and the arts at the elementary and middle school levels, pay-

ing particular attention to the hidden curriculum aspects of most programs. Demonstrates the use of original sources, development of critical thinking, and use of inquiry learning.

The Department

ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)

Presents methods and materials useful in teaching mathematics to elementary school children and different ways in which technology can be used in the elementary school classroom. Considers the teaching of mathematics and use of technology from both theoretical and practical perspectives. Includes a laboratory experience each week.

The Department

ED 109 Teaching About the Natural World (Fall/Spring: 3)

Provides an examination of instructional models and related materials that assist children in the construction of meaning from their environment. Models will be set in real life settings (both within and outside of the classroom) and students will become actively involved in the following: selecting preferred strategies; working directly with students to demonstrate model application; and initiating self/group evaluations of implementation efforts.

The Department

PY 114 Teaching Process and Content in Early Education (Spring: 3)

Cross listed with ED 316

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College, plus a one-day-a-week field practicum. Students will have concrete experiences in acquiring teaching strategies that develop critical thinking skills in children. They will be videotaped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, communication skills, health and physical education.

The Department

ED 115 Curriculum and Models in Early Education (Fall: 3)

Focuses both on models of early childhood education and on their implementation through design of programs and materials. Reviews and discusses models and methods useful for inclusion, early intervention, child care, and parent involvement. A general theme is the ways in which different models provide for the individual, social, and cultural differences that young children bring to the learning environment. Specific curricular focus on science education and the presentation of science concepts in different models.

The Department

ED 117 Language and Beginning Language Arts (Fall: 3)

Examines young children's spoken and written language development. Describes materials and activities that support young children's (birth to grade 3) language and literacy development. Offers a critical view of children's developing reading and writing abilities with special emphasis on developmentally appropriate programs. Topics include teaching phonemic awareness, systematic assessment of learning, and integrating literature.

The Department

ED 128 Computer Applications for Educators (Fall: 3)

This is not a course in computer programming.

Examines different types of computer programs to help educators learn how to evaluate and select computer software and instructional technology tools for the classroom. The software examined include drill and practice, tutorial simulations, education games, databases, spreadsheets, and data gathering programs. Examines

classroom management techniques and various instructional technology tools including CD ROM technology, laser disk technology, and telecommunications.

The Department

ED 140 Children's Literature I (Fall/Spring: 3)

Cross listed with EN 237

See course description in the English Department.

Bonnie Rudner

PY 147 Early Childhood Development and Learning (Fall: 3)

Focuses on the development and learning of the child from birth to seven years of age. Emphasizes an in-depth understanding of the young child and on the ability to apply this knowledge to a learning environment.

The Department

ED 151 Pre-Practicum for Lynch School Students (Fall/Spring: 1)

Corequisites: ED 039, ED 101, ED 105, ED 108, ED 109, ED 114, ED 115, ED 117, or PY 147

For Lynch School undergraduate students only; graded as Pass/Fail

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements.

PY 152 Human Development Practicum (Fall/Spring: 3)

Provides an introduction to various fields within human and community service. Students volunteer for 8-10 hours per week at a site selected with the assistance of the instructor and meet in a weekly seminar, keep a journal of their field experience, and complete readings and written assignments that integrate theory and practice.

ED 198 Readings and Research (Fall/Spring: 3)

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, Department Chair, and Associate Dean.

ED 199 Independent Study in Education (Fall/Spring/Summer: 3)

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, Department Chair, and Associate Dean.

ED 201 Classroom Management: Children With Special Needs (Fall: 3)

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares the relationship in analyzing behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for a specific set of circumstances.

The Department

ED 208 Educational Strategies: Children with Special Needs (Spring: 3)

This course views the special needs student as one who must become increasingly independent as a learner and as an individual. It views the teacher as one who is able to construct learning environments in which students acquire and generalize many of the problem-solving strategies that are needed for independent learning.

Students in this course will develop a strategic instructional rationale and demonstrate entry level skills in using explicit instructional approaches for the delivery of strategic instruction to children with special needs.

The Department

ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)

Provides an introduction to secondary teaching practices as well as an overview of the history and structure of secondary schools. Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. Focuses on the role of the teacher in secondary education reform.

The Department

PY 216 Research Methods and Analyses (Fall/Spring: 3)

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.

The Department

PY 230 Abnormal Psychology (Fall/Spring: 3)

Prerequisite: PY 242

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly on socio-cultural contributions to conceptualizations of mental illness and to distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.

Lisa Goodman

ED 231 Senior Seminar in Early Childhood Education (Fall: 3)

Capstone seminar, taken concurrently with the Practicum, provides students with an opportunity to reflect systematically on classroom experiences. Students identify a problem related to their field experiences and design and conduct an inquiry project to explore the issue. They will relate it to the relevant literature in the area. Students will experience the role of reflective practitioner, and, as a result, learn how better to address student needs. Class discusses ways to help diverse students at different developmental levels learn and explores how better to achieve social justice in the classroom, school, and community.

The Department

ED 232 Senior Seminar in Elementary Education (Fall/Spring: 3)

See ED 231 for course description.

ED 233 Senior Seminar in Secondary Education (Fall/Spring: 3)

See ED 231 for course description.

ED 234 Senior Seminar in Elementary and Moderate Special Needs (Fall: 3)

See ED 231 for course description.

ED 235 Senior Seminar in Elementary and Intensive Special Needs (Fall: 3)

See ED 231 for course description.

PY 241 Interpersonal Relations (Fall/Spring: 3)

Prerequisite: PY 242

Provides an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. Examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. Gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. Views the concept of interpersonal relations from historical, multicultural, gender, and developmental perspectives.

The Department

PY 242 Personality Theories: Behavior in Context (Fall/Spring: 3)

Prerequisites: PY 030, PY 031

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.

The Department

PY 243 Counseling Theories (Fall/Spring: 3)

Prerequisites: PY 241, PY 242

Open to majors in Human Development only

This senior year course gives an introduction to the various theories of counseling.

The Department

PY 244 Adult Psychology (Fall/Spring: 3)

Prerequisites: PY 030, PY 031, PY 041, or permission of the instructor

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work in or with adult populations.

The Department

PY 245 Human Development Senior Practicum (Fall/Spring: 3)

Open only to seniors majoring in Human Development

Students meet once a week to discuss their required field work (8-10 hours per week) and to relate their field work to theories, research, and applications studied throughout their Human Development program. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options. In addition, students will be required to research the current literature on one aspect of their field work.

The Department

PY 248 Gender Roles (Spring: 3)

This course examines social, educational, and familial influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how gender, race, and social class interact, and how education and social service systems may be structured to maximize achievement of the potential of both males and females.

The Department

ED 250 Practicum for Lynch School Students (Fall/Spring: 12)

Prerequisites: A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

Corequisites: ED 231, ED 232, ED 233, ED 234 or ED 235

For Lynch School undergraduate students only

Semester-long practicum experience (300+ clock hours), five full days per week, for Lynch School seniors majoring in education. Placements are made in selected local, out-of-state, international

schools, or non-school sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

ED 255 Seminar: International/Out-of-State Program
(Fall/Spring: 3)

Prerequisite: Department permission

For students who have completed a semester of student teaching abroad or in certain U.S. locations. Students lead seminars on the culture of overseas, Native American reservation, and other sites with students selected to participate in the International/Out-of-State program for the following year.

ED 256 Secondary Practicum for Arts and Sciences Students
(Fall/Spring: 9)

Corequisite: ED 233

For A&S students only

Semester-long practicum experience (300+ clock hours), five full days per week, for A&S seniors minoring in Secondary Education. Placements are made in selected local, out-of-state, international, schools, or non-school sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

ED 258 Secondary Pre-Practicum for Arts and Sciences Students
(Fall/Spring: 1)

Corequisites: ED 211, ED 323, and/or the subject methods course

For A&S students only; graded as Pass/Fail

One-day-a-week pre-practicum experience for sophomores and juniors in A&S minoring in Secondary Education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements.

ED 269 Extended Practicum (Fall/Spring: 3)

For students who have advance approval to continue practica. Apply to the Office of Professional Practicum Experiences.

ED 274 Alcohol and Other Drugs (Fall/Spring: 3)

Deals with facts and myths about alcohol and other related drugs, sociocultural aspects of American drinking patterns, concept of alcoholism as an illness, and impact of alcoholism as a family illness on children and adolescents. Also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism and to help develop responsible decision making.

The Department

ED 275 Human Sexuality (Fall: 3)

Topics of major interest in this course are anatomy and physiology essential to the understanding of development, reproduction, contraception, sexually transmitted diseases, AIDS, abortion, and sexual development and identity. Examines current trends in sexual mores, the role of sex in relationships, and the role of sex in society. Informs students about sexuality and sexual behavior, to help them learn to deal with the general topic with comfort and perspective.

The Department

ED 277 Nutrition, Physical Fitness, and Weight Control (Fall: 3)

Examines principles of nutrition, energy, body composition, and physical activity, and their relationship to weight control and physiological conditioning.

The Department

ED 278 Wellness and Health: Diagnosis and Planning (Spring: 3)

This course will examine acquired knowledge and attitudes pertaining to wellness/health maintenance and their effect on indi-

vidual decision-making in one's life. Clinical, community agencies, and school health education models will be diagnosed to determine their effects on the social, cultural, and psychological foundations of wellness/health.

The Department

PY 281 Child in Society (Spring: 3)

Open to majors in Child and Society only

This course provides an integration of knowledge and concepts acquired through other courses selected as part of the interdisciplinary major in Child and Society. The course should be taken in the senior year. Discussions will center on themes or problems relating to the child in the context of the family, the community, and the culture, viewed from a variety of social science perspectives.

The Department

ED 286 Honors Thesis I (Fall: 3)

Open only to students who are candidates for Latin honors

Students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for the writing of the thesis.

ED 290 Number Theory for Teachers (Fall: 3)

Cross listed with MT 290

Focuses on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. Demonstrates effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

Margaret Kenney

ED 291 Geometry for Teachers (Spring: 3)

Cross listed with MT 291

This course is intended to fill a basic need of all teachers of grades K-9. The course will treat geometry content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include: geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching and learning geometry.

Margaret Kenney

ED 298 Honors Seminar: Philosophy of Education (Fall: 3)

Open only to students in the Honors Program.

This course is on the great books of education. It includes readings and discussion of such authors as Counts, Newman, Maritain, Plato, Whitehead, Locke, Rousseau, Dewey, Adler and others. The emphasis is on reading and critical writing. The goal is to promote original thought, difference of opinion, creative expression, and the formulation of one's own philosophy of education.

The Department

Undergraduate and Graduate Course Offerings

ED 300 Secondary and Middle School Science Methods (Fall: 3)

Corequisite: ED 258 or ED 429

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusionary practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

The Department

ED 301 Secondary and Middle School History Methods (Fall: 3)
Corequisite: ED 258 or ED 429

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Requires students to develop and present sample lessons and units, and includes substantial field work.

The Department

ED 302 Secondary and Middle School English Methods (Fall: 3)
Corequisite: ED 258 or ED 429

Covers topics and concerns for the teaching of English at the secondary and middle school levels, including curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking, and listening skills.

The Department

ED 303 Secondary and Middle School Language Methods (Fall: 3)
Corequisite: ED 258 or ED 429

Reviews recent research in second-language acquisition and its application to the secondary school classroom. Emphasizes techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audiovisual materials and learn how to integrate these ancillaries into their lesson plans.

The Department

ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)

Corequisite: ED 258 or ED 429

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

The Department

ED 307 Teachers and Educational Reform (Spring: 3)

This course will examine the literature on reform of education, focusing on the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability, and delivery of instruction. Each student will be expected to take a particular issue related to school reform and research it in depth. Graduate students by permission only.

Walter Haney

ED/PY 314 Psychology of Self-Control (Fall: 3)

An analysis of philosophical, psychological, and sociological aspects of how we control ourselves. We will explore questions such as, the following: what does it mean to say "I control me" and how does self-control change with age? Implications for educators and psychologists will also be covered.

John Dacey

The Department

ED 316 Teaching Process and Content in Early Education (Spring: 3)

Cross listed with PY 114

This course addresses early education teaching methods and content. The integration of social studies content with other early childhood curriculum areas will be incorporated in the content component of the course. The development of teaching strategies for the facilitation of critical thinking skills in children will be addressed in the process component of the course. Workshops on curriculum

areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, health and physical education.

The Department

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

This course includes a review of the principles and practices of developmental reading instruction and reading instruction for all learners, including at-risk learners at the middle and high school levels. There will be particular emphasis on teaching reading and using writing in content areas.

Audrey Friedman

ED 343 Reform and Innovation in the Middle School (Spring/Summer: 3)

In this course students will examine current models of reform and innovation in American middle schools, as well as contemporary issues regarding young adolescents. Topics include the role of the teacher, academic preparation, student centered teaching, middle school curriculum, model and magnet schools, interdisciplinary teaching, block scheduling, and community and supportive services.

The Department

ED 346 Teaching Bilingual Students (Spring: 3)

This practical course deals with instruction of bilingual learners in bilingual, ESL, and mainstream classrooms. Literacy and content area instructional approaches will be reviewed and applied. Other topics include history and legislation related to ESL and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment.

Maria Brisk

ED 347 Honors Thesis II (Fall/Spring: 3)

Open only to students who are candidates for Latin honors

Students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for the writing of the thesis.

ED 349 Sociology of Education (Spring: 3)

Cross listed with SC 468

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

Ted I.K. Youn

ED 363 Survey of Children's Literature (Fall/Spring: 3)

This course provides an overview of children's literature including characteristics and examples of picture books, poetry, realistic fiction, historical fiction, fantasy, traditional literature, and nonfiction. Learning to appreciate literary elements and critiquing children's literature are emphasized. Controversial issues related to literature selection are addressed.

The Department

ED 367 Restructuring the Classroom with Technology (Spring: 3)

Prerequisites: ED 128, ED 628 or equivalent knowledge of instructional software

This course centers on the use of advanced technologies to explore different ways to design instructional materials. The focus of the course will be the development of broad-based and intensive projects that require familiarity with various system and software applications to the degree where unique end products will be generated. Students will design curriculum materials that fully integrate

appropriate software and technology tools. Students will develop a curriculum website, use hypermedia authoring systems, graphic packages, and instructionally relevant software programs to create classroom-specific projects.

The Department

ED 374 Management of the Behavior of Students with Severe Special Needs (Fall/Summer: 3)

Following discussion about the diagnosis and functional analysis of these behaviors, this course places substantial emphasis on the practical application of applied behavior analysis techniques. It also discusses alternative and/or cooperative strategies for classroom use.

Alec Peck

ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement. Pre-Practicum required (25 hours).

The Department

ED 386 Introduction to Sign Language and Deafness (Fall/Spring: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger-spelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

The Department

ED 387 Intermediate Sign Language and Deafness (Spring: 3)

Prerequisite: ED 386 or the equivalent

This course is an intermediate level course in the techniques of manual communication with a continued exploration of the use of body language and natural postures, finger spelling, and American Sign Language. Theoretical foundations of total communication will be investigated more deeply. Issues related to deafness are also presented.

The Department

ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)

The assessment process, assessment tools including norm-referenced and criterion-referenced devices for students with severe disabilities, collaborative teaming, student-centered instructional planning, and systematic decision-making will be the primary focus of this course. Observation schedules, functional assessments, and environmental inventories are addressed as well. The relationship of the individual education plan (IEP) to the assessment process is stressed. Substantial fieldwork is required for this course. Pre-Practicum required (25 hours).

The Department

ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)

This course is open to students in the Fifth Year Program only.

ED 398 Working with Families and Human Service Agencies (Fall: 3)

This course explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact that a child with special needs

may have on a family, including the stages of acceptance and the roles that parents may take, the course focuses on some of the services that are available in the community to assist the family. A major activity associated with this course is locating these services in a local community. Pre-practicum required (25 hours).

The Department

Graduate Course Offerings

ED 403 Philosophy of Education (Spring: 3)

Cross listed with ED 203

See course description under ED 203.

Ana M. Martínez Alemán

Joseph O'Keefe, S.J.

ED 407 Secondary Curriculum and Instruction (Fall/Spring/Summer: 3)

Designed to introduce prospective secondary teachers to the complexities of the work of secondary school teachers within specific, diverse communities; the historical development of the secondary schools and their curriculum, and the controversies that continue to affect their development; the research base for developing, implementing, and evaluating effective teaching and assessment methods for a variety of learners in diverse settings; and a process of critically and continuously reflecting on how teacher's beliefs, attitudes, and experiences affect their teaching.

The Department

ED 411 Teaching Learning Strategies to Low Achieving Students (Summer: 3)

A one-week summer institute designed for teachers of grades 3 through post-secondary school, special educators, reading specialists, speech pathologists, Chapter 1 teachers, and adjustment counselors. Focuses on learning strategies and instructional procedures that promote active and independent learning for all students, especially those who are low-achieving.

Jean Mooney

ED 413 Models and Methods in Early Childhood Education (Fall: 3)

The major models of early childhood education, including the Montessori Method, the Developmental-Interaction Approach, Direct Teaching, and Piaget-based models are presented and discussed in this course. Models and methods useful for inclusion, early intervention, child care, and parent involvement are also reviewed and discussed. The course focuses on the ways in which different models address the individual, social, and cultural differences that young children bring to the learning environment. There is a specific curricular focus on science education and the presentation of science concepts in different models.

The Department

PY 415 The Psychology of Adolescence (Spring: 3)

This course provides an analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

William Kilpatrick

PY 416 Child Psychology (Fall: 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its

physical, psychological, and social environment. Typically, concentrating on the school-aged child is discussed within the framework of contemporary theories of child growth.

The Department

PY 417 Adult Psychology (Fall: 3)

This course examines life cycle theory, psychological needs, physiology, interpersonal relations, androgyny, sex roles and sexuality, vocational needs, family life, integrity, aging, and facing death realistically.

John Dacey

PY 418 Applied Developmental Psychology: Emphasis on Child (Fall/Spring: 3)

Will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Designed for individuals beginning their professional development in education who plan to work with children.

The Department

ED 420 Advanced Provisional Practicum (Fall/Spring: 6)

This is a semester-long provisional practicum, five full days per week, for graduate students in the following certification programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs, and Vision. Placements are made in selected area, international, out-of-state, or non-school sites. This course is usually taken in combination with a clinical experience for standard certification. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

ED 421 Theories of Instruction (Spring: 3)

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

The Department

ED 426 Teaching Music, Art, and Movement (Summer: 3)

Will provide teachers with numerous opportunities to both experience art, music, movement, and photography and to examine how such activities can be made appropriate for children of different ages and abilities.

Margaret McAllister

Anna Meyer

Andrew Tavarelli

ED 429 Graduate Pre-Practicum (Fall/Spring: 1)

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.

Carol Pelletier

ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)

Examines the historic and evolving development of the major social factors that together create the diverse, competing, and often unequal social contexts influencing the quality and type of education

different groups of students experience in particular school sites and across school sites. Major requirements for the course include creating a sociological portrait of a selected school site and developing an interdisciplinary curriculum unit/action project focusing on key issues facing the community and/or the school and its students.

The Department

ED 436 Curriculum Theories and Practice (Fall/Spring/Summer: 3)

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

The Department

ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)

Designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of disabilities on a child's cognitive, social, and academic development. Creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in Early Childhood, Elementary, and Secondary Education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation.

The Department

PY 440 Principles and Techniques of Counseling (Fall/Summer: 3)

Open in the Fall only to Counseling Psychology majors, and in the summer only to non-majors

Provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

The Department

PY 441 Issues in Counseling Men (Summer: 3)

Will examine issues related to counseling men by examining the influence of socially constructed roles on men, their families, and broader society. Will examine how men's roles impact their personal development through the life span as well as impact their health, roles as partners and fathers, and how men approach mental health services. Will cover issues specific to counseling men from access to services to creating therapeutic environments for men.

James Mahalik

PY 443 Psychoanalytic Case Conceptualization (Spring: 3)

Cross listed with UN 443

This seminar investigates psychoanalytic theory through the context of the clinical encounter. Students will, through reading and case presentations, develop a facility in translating psychoanalytic theory into practice and in understanding their clinical cases through the lens of theory. The course emphasizes how theory becomes alive in therapy, how it guides action and understanding, and how it impacts listening. As such, clinical practice is explored as a creative encounter guided by analytic principles. Concepts such as the unconscious, defense, repetition, neurosis, transference, the holding environment, and others are emphasized.

The Department

PY 444 Theories of Counseling and Personality I (Fall: 3)

First part of a year-long sequence examining personality and counseling theories. Intended to introduce students to major theories of personality in the field of psychology and how those theories

are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized person-centered, behavioral, and cognitive counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change for these major models of personality and counseling, students examine how socio-cultural context contributes to client presenting concerns and may be addressed in counseling.

The Department

PY 445 Clinical Child Psychology (Fall: 3)

This course is an introduction to the theory and research that provide the context for understanding the socio-emotional problems of children. Particular emphasis will be placed on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Implications for clinical practice and work in school settings will be considered.

The Department

PY 446 Theories of Counseling and Personality II (Spring: 3)

Prerequisite: PY 444

Second part of a year-long sequence examining personality and counseling theories. Continues introduction to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Focuses on psychoanalytic personality and counseling models as well as critical theory as manifested in the psychology of gender and counseling models that integrate gender into working with clients. Specifically, for each model, students will examine the theoretical foundations developed in its theory of personality, relevant client and counselor dimensions, counseling techniques, and the active ingredients of change that each model uses in bringing about change.

The Department

ED 447 Literacy and Assessment in the Secondary School (Fall/Summer: 3)

Designed to address the subject of teaching reading in the content areas of secondary schools. Demonstrates effective teaching strategies appropriate for all students, including those with special needs. Focuses extensively on concepts, strategies and issues related to assessment.

The Department

PY 447 Applied Developmental Psychology: Emphasis on Adolescent (Fall/Summer: 3)

Helps teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Focuses on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Half of each semester is devoted to analysis of case studies. Designed for individuals beginning their professional development in education who plan to work with adolescents.

The Department

PY 448 Career Development (Fall/Spring: 3)

This course is an introduction to the psychology and sociology of work and career choice, and career development theory. Special attention will be devoted to issues specific to persons of color, women, gays, lesbians, people with disabilities and non-college youth.

The Department

ED 451 Human Resources Administration (Spring/Summer: 3)

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader

approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

The Department

ED/PY 460 Interpretation and Evaluation of Research (Fall/Spring/Summer: 3)

Cross listed with PY 460

Designed to improve the student's understanding of the research literature in education and psychology. Concentrates on developing the understandings and skills needed by the competent reader of research reports. Emphasizes the accurate interpretation of statistical data and the evaluation of published research.

Larry Ludlow

ED/PY 462 Assessment and Test Construction (Fall: 3)

Cross listed with PY 462

This course addresses the major problems of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. The emphasis is on practical application to classroom use. Basic techniques of test construction, item writing, and analysis are included.

The Department

PY 464 Intellectual Assessment (Fall: 3)

For Doctoral and Master's students in Counseling Psychology; others by permission only.

This course is a critical analysis of measures of intellectual functioning, with a focus on the Wechsler scales. This course is designed to develop proficiency in the administration, scoring, and interpretation of intelligence tests and communication of assessment results. In addition, critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues of bias and fairness in the assessment of culturally diverse and bilingual individuals are addressed.

The Department

ED 466 Models of Curriculum and Program Evaluation (Fall: 3)

This is an intensive study of the leading models of program and curriculum evaluation. The strengths, weaknesses, and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria, and design.

George Madaus

ED 467 Practical Aspects of Curriculum and Program Evaluation (Spring: 3)

Prerequisite: ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, use of various scores, common problems, out-of-level testing, analysis of data, interpretation and reporting of data, and budgeting. Standards for program evaluation will also be covered.

The Department

ED/PY 468 Introductory Statistics (Fall/Summer: 3)

Cross listed with PY 468

An introduction to descriptive statistics. Topics include methods of data summarization and presentation; measures of central tendency and variability, correlation and linear regression; the nor-

mal distribution; probability; and an introduction to hypothesis testing. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

The Department

ED/PY 469 Intermediate Statistics (Fall/Spring: 3)

Prerequisites: ED/PY 468 or its equivalent, and computing skills

Cross listed with PY 469

(This course normally follows ED/PY 468 or its equivalent.) Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.

The Department

ED 473 Teaching Writing (Summer: 3)

This course presents research on children's (K-8) writing development, writing processes, and writing in the classroom. Instructional methods for teaching writing will be explored. Students are expected to participate in extensive writing as part of the course.

Bonnie Rudner

ED 492 Organization and Administration of Services for Individuals Who Are Deaf/Blind or Multiply Disabled (Summer: 3)

Presents histories of deaf, blind, and deaf/blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

Patricia Mason

ED 493 Language Acquisition Module (Fall: 1)

Corequisite: ED 593

See course description for ED 593.

The Department

ED 495 Human Development and Disabilities (Fall/Summer: 3)

From conception through adolescence, with concern for the results of physiological malfunction at any stage of development. Presentation, discussions, readings and observation will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and/or motor handicaps.

Susan Bruce

ED 517 Survey of Children's Literature in the Elementary and Middle School (Summer: 3)

Examines theoretical perspectives of literacy criticism applicable to using literature in elementary and middle school classrooms. It provides an overview of genre including non-fiction, describes literature programs, and examines current controversies in the field of children's literature.

The Department

PY 518 Issues in Life Span Development (Fall: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

The Department

ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children, and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

The Department

ED 528 New Trends in Learning Disabilities and Education (Summer: 3)

Prerequisites: ED 044 or ED 438, or waiver for equivalent experience

General and special educators are responsible for serving students with learning disabilities, only some of whom have an identified disability. Course topics include: theories and knowledge of what learning disabilities are, characteristics of students with LD across the life span, and major approaches to service delivery and instruction. This course is appropriate for educators working at the elementary level and higher.

David Scanlon

PY 528 Multicultural Issues (Spring/Summer: 3)

Designed to assist Counseling Psychology students in and those in related disciplines to become more effective in their work with ethnic minority and homosexual clients. Designed to increase students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. Will examine the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and will also present an overview of relevant research.

The Department

ED 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

The Department

PY 529 Psychology of Drug and Alcohol Abuse (Summer: 3)

Designed for the student who is interested in the study of both the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological, and economic aspects of addiction in society.

The Department

PY 540 Issues in School Counseling (Fall: 3)

School Counseling majors only

An intensive analysis of philosophical, technical, and administrative issues contributing to the professional identity and function of the counselor in a public educational milieu.

Mary Walsh

ED 542 Teaching Reading and Language Arts (Fall/Summer: 3)

Examines the nature of oral and written language learning and development (K-12) within a variety of instructional perspectives. Topics include approaches to beginning reading, reading strategies, writing processes, second language learners, interrelationships among language areas, assessment, and research that affects classroom reading and writing instruction.

The Department

ED 546 Science, Health, and the Natural World: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)

This course introduces students to the theory and practice of instruction in science and health at the elementary school level. It focuses on the importance of science and health in the curriculum and in children's lives, and explores instructional techniques related to teaching about the natural world.

The Department

PY 549 Psychopathology (Fall: 3)

Prerequisite: PY 444 or equivalent

This course examines selected DSM-IV disorders and considers diagnostic issues, historical changes, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and interpret various forms of psychopathology.

The Department

ED 551 Foundations of Ecology in the Urban Context: Boston as a Field Study Model (Summer: 3)

Explores urban ecosystems to provide ways for teachers, community leaders, and urban professionals to participate in defining a common forum for initiating community-based urban research. Each day incorporates both classroom lectures and field visits that build upon course curriculum focused on Boston as an example. Goals are to build a base for understanding how ecosystems evolve to accommodate urban development, establish sound scientific observation and sampling techniques for teachers to implement in the classroom, and serve as a round-table for discussions about policy and strategies.

Eric Strauss

ED/PY 560 Seminar on Issues in Testing and Assessment (Fall: 3)

Prerequisite: ED/PY 469 or consent of instructor

Cross listed with PY 560

Examines policy issues related to educational testing and assessment.

Albert Beaton

ED/PY 565 Quantitative Data Collection Procedures: Theory and Practice (Spring: 3)

Prerequisite: ED/PY 469 or consent of instructor

Cross listed with PY 565

Offered Periodically

Designed to examine measurement concepts and data collection procedures in the context of large-scale assessment. Considers technical, operational, and political issues in view of measurement concepts, including reliability, validity, measurement error, and sampling error. Covers framework development, instrument development, sampling, data collection, analysis, and reporting, in relation to both standardized educational achievement tests and questionnaires.

The Department

ED 579 Educational Assessment of Learning Problems (Fall: 3)

Not open to Special Students

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, and designing approaches to monitoring progress. Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs.

Jean Mooney

ED 587 Teaching and Learning Strategies (Spring: 3)

Prerequisite: ED 579

Not open to Special Students

This course is oriented to the development of Individual Education Programs (IEP) for students with special needs. It includes effective instructional practices for basic skills development, enhancement of content area instruction, and cognitive and metacognitive learning strategies.

The Department

ED 592 Foundations of Language and Literacy Development (Fall: 3)

This course is an introduction and an overview of language and literacy development. Contents include the following: basic elements of language acquisition, current theories of normal language development, issues related to delayed or different language development, the transition from oral to literate language, the impact of cultural variations on school-based language performance, and an introduction to bilingualism and second language acquisition for young children and more mature language users.

The Department

ED 593 Introduction to Speech and Language Disorders (Fall: 3)

Corequisite: ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

The Department

ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)

Prerequisite: ED 542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

The Department

PY 605 Ethical and Legal Issues in Counseling Psychology (Summer: 3)

Topics include professional codes and ethical principles; laws governing mental health professions; confidentiality, privacy and record keeping; client rights and malpractice; issues in supervision; dual role relationships; psychological assessment; and, issues specific to minorities, children and specialized treatment modalities and techniques. Emphasis is on the preparation of mental health counselors and other mental health professionals.

David Blustein

ED 610 Clinical Experience (Fall/Spring: 6)

Prerequisites: Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

This course is a semester-long, full-time clinical experience for advanced level students working in schools in a professional role. This clinical experience covers the following graduate certification programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs, and Vision. Placements are selectively chosen from schools in the greater Boston area and designated out-of-state or international settings. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

PY 611 Learning and Development: The Special Needs of Early Learners (Spring: 3)

This course will focus on learning motivation, and social development, while incorporating the role of play in the learning and development of the young child. Individual differences and the effects of special needs on learning and development will be examined and program implications will be discussed.

The Department

PY 615 Social and Affective Processes Across the Life Span (Fall/Spring: 3)

This course reviews the theoretical and empirical literatures pertinent to the study of emotional and social development across the life span. Perspectives derived from the disciplines of biology, psychology, anthropology, sociology, and history are presented. The interrelations between social and affective processes, and their association with familial, societal, cultural, and historical context of development are discussed. Issues derived from social psychology, such as group processes, will also be discussed. Methodological problems present in these literatures and resultant conceptual and empirical challenges involved in developing a life span understanding of social and affective processes are reviewed.

The Department

ED 617 The Principalship (Fall: 3)

Introduces students to the role and responsibilities of the principal. Helps students understand the traits that make one a successful principal. Emphasis on the principal as leader, change agent, culture builder, instructional leader, and creator of core values. Students will explore the complexities of effective leadership in theoretical and practical terms.

Irwin Blumer

PY 617 Learning and Cognition (Spring: 3)

Will discuss theories of learning and of cognitive development, explore roles of biology and environment, and examine different interpretations of environment. Will discuss whether learning and cognitive development are the same thing or different processes. Will also examine the nature of intelligence, role (or not) of instruction in learning, nature of instruction, and how transfer of learning to new contexts is achieved. Practical applications of theory and research will be discussed.

Joan Lucariello

ED 618 Finance and Facilities Management (Spring/Summer: 3)

Provides basic frameworks for understanding school finance and school facilities management. Students will gain an understanding of how public education is funded at the federal, state, and local levels. Contemporary issues relating to such funding will be closely examined, including issues of fiscal equity and the operation of state and federal categorical aid programs. Students will also examine school district and school site budgeting processes, and relate them to educational planning.

The Department

ED 619 Ethics and Equity in Education (Fall: 3)

The Department

ED 620 Practicum in Supervision (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a university representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative

project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

ED 622 Practicum in School Principalship (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a university representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

ED 623 Practicum in Superintendency (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a university representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

ED 626 Seminar in Educational Administration (Spring: 3)

Corequisites: ED 620, ED 622, ED 623, or ED 653

Enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration, along with day-to-day school management issues.

The Department

ED 628 Computer Applications for Educators (Fall/Summer: 3)

Explores the role of emerging technologies in the context of schools. Course is theoretically grounded in the Project-Based Learning literature. Assignments are hands-on, with emphasis placed on producing tangible artifacts that will serve a practical need. Specifically, students will develop PowerPoint presentations to evaluate educational software and World Wide Web-based curricular materials. Also, each student will develop a Web site featuring his or her teaching portfolio. Course appropriate for all computer skill levels.

Thomas Keating

ED/PY 633 Impact of Psychosocial Issues on Learning (Spring: 3)

An examination, from a holistic perspective, of the psychological and social issues that affect learning in children and adolescents. Will discuss the role of risk and protective factors in the development of vulnerability and resilience. Will highlight collaboration of educators with professionals involved in addressing psychological and social issues.

The Department

PY 640 Seminar in Group Counseling and Group Theory (Fall/Spring/Summer: 3)

Prerequisite: Consent of instructor. Advance sign up in Counseling Psychology Office required.

Limited to 20 students.

Students participate in group experiences that focus upon group dynamics and development of group norms. Seminar discussions focus on group process and leadership roles in the context of small group theory and research.

The Department

PY 642 Introduction to Play Therapy (Summer: 3)

Examination of various theoretical approaches to play therapy as a treatment modality for school age and preschool children. Discusses techniques, methods, and processes of play therapy, as well as strengths and limitations of this treatment approach.

The Department

PY 643 Practicum in School Counseling Pre-K-9 (Fall: 3)

Prerequisites: Consent of Practicum Coordinator, Dr. Sandra Morse

Open only to Counseling degree students seeking certification in school guidance counseling grades Pre-K-9.

Practicum involves placement in a comprehensive school system full-time in both fall and spring semesters. Minimum hours of practicum are 1,050 per academic year, (450 hours practicum and 600 hours clinical experience) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.

PY 644 Practicum in School Counseling, 5-12 (Fall: 3)

Prerequisites: Consent of Practicum Coordinator, Dr. Sandra Morse

Open only to Counseling degree students seeking certification in school guidance counseling grades 5-12.

Practicum involves placement in a comprehensive school system full-time in both fall and spring semesters. Minimum hours of practicum are 1,050 for an academic year (450 hours practicum and 600 hours clinical) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.

PY 646 Internship—Counseling I (Fall: 3)

Prerequisites: Consent of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills, and to integrate professional knowledge and skills appropriate to an initial placement.

PY 649 Health Psychology (Spring: 3)

Offered Periodically

This course is an examination of the role of psychology in the health care system from empirical and clinical perspectives. The cognitive, emotional, and social factors that contribute to wellness and illness will be addressed.

The Department

ED 652 Practicum in Special Education Administration (Fall/Spring: 3)

Corequisite: ED 626

A 300-hour, field-based experience in the role of a special education administrator. The practicum is supervised by a university faculty member.

ED/PY 655 School-Based Research Projects (Spring: 3)

Offered Periodically

Involves students in studying and reporting on school-based needs and problems. Participating schools will identify practical problems they would like examined. Teams of students will select one of these problems and spend the semester studying, researching, and preparing a set of policy recommendations or conclusions related to it. It is expected that students will spend time in the schools as part of the understanding and data collection for their problem. The instructors will meet periodically with the student teams to review and guide their work.

The Department

ED/PY 664 Design of Experiments (Spring: 3)

Prerequisite: ED/PY 468 and ED/PY 469

Covers topics in and the underlying logic of experimental designs, including full factorial, fractional factorial, matrices, loss functions, and the use of means and variances as dependent variables.

The Department

ED/PY 667 General Linear Models (Fall: 3)

Prerequisite: ED/PY 468 and ED/PY 469

Cross listed with PY 667

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover multiple regression models; matrix algebra operations; parameter estimation techniques; step-up versus step-down procedures; exploratory versus confirmatory models; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; analysis of covariance; and logistic regression.

Larry Ludlow

ED 674 Teaching Mathematical Problem Solving in Grades 4-12 (Summer: 3)

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

Lillie Albert

ED 675 Consultation and Collaboration in Education (Spring: 3)

This course is designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. In addition to competence in their disciplinary areas, educators now need to be able to interact effectively with other adults in problem solving and decision making capacities. The course will present conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults.

The Department

ED 676 Issues in School Leadership: Private and Public Sectors (Summer: 3)

Prerequisite: By arrangement

Examines educating young adolescents in Catholic schools, including research about their educational needs, and spotlights effective programs nationwide. The course is presented in conjunction with the Conversations in Excellence Conference, the annual meeting of SPICE (Selected Programs for Improving Catholic Education, a joint initiative of Boston College and the National Catholic Education Association).

Joseph O'Keefe, S.J.

ED/PY 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

The Department

ED/PY 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

Barbara McLetchie

ED 705 Education Law and Public Policy (Fall: 3)

Addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing public preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

Diana Pullin

ED 708 Contemporary Issues in Higher Education (Spring: 3)

This course offers topical issues in higher education, taught on a rotating basis by faculty in the Higher Education program and by scholars from outside institutions. It focuses on specific topics such as: ethical issues in higher education, student outcomes assessment, learning and teaching in higher education, Catholic higher education, and others. The topic of the course will be announced during the preregistration period.

The Department

ED 709 Research on Teaching (Fall: 3)

This course is designed to introduce Ph.D. students to conceptual and empirical teachers and teaching as well as the contrasting paradigms and methodological approaches upon which this literature is based. The course is intended to help students become aware of the major substantive areas in the field of research on teaching; develop critical perspectives and questions on contrasting paradigms; and raise questions about the implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development.

The Department

ED 711 Historical and Political Contexts of Curriculum (Spring: 3)

This course will introduce Ph.D. students in Curriculum and Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. The course will focus on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic and social contexts that have marked their conceptualization, and change inside and outside of schools.

The Department

PY 714 Advanced Research Methods in Counseling, Developmental and Educational Psychology (Fall: 3)

This course is intended to be taken in conjunction with PY 667 and parallels a discussion of research design along with material from the statistics course. Students design research projects, analyze data, and apply learned statistical concepts. Focus is on methods involved in the identification and measurement of change (i.e., resulting from interventions, as a consequence of ontogenetic development across the life-span, or in relation to institutional influences deriving from schools). Topics discussed include: multivariate versus univariate

analyses of change; the nature of developmentally-sensitive research designs; classical versus developmental issues in test theory; techniques pertinent to establishing measurement equivalence.

The Department

ED 720 Curriculum Leadership (Fall/Spring: 3)

Focuses on an historical overview of the major curriculum approaches; introduces students to key theories about leadership of organizations and organizational change; and introduces students to key principles in standards-driven reform. Students will use this knowledge to refine their personal philosophies of curriculum leadership, and create a strategic plan for improving instruction and closing the achievement gap in a school community.

Janice Jackson

ED 729 Controversies in Curriculum and Instruction (Fall: 3)

This course examines selected major curriculum issues from the contrasting perspectives of two ideological frameworks: the neo-conservative model that has been politically dominant over the past decade, and the dissenting paradigms of critical theorists and other anti-establishment intellectuals. After an early consideration of frameworks, specific curriculum issues will be addressed. Students may focus the major paper on their particular research interests.

The Department

PY 740 Topics in the Psychology of Women (Spring: 3)

Explores current theory and research on the psychology of women and implications of this work on psychologists and educators. First half of course examines and critiques major themes that have emerged in the field over the last three decades; and considers ways in which the field of psychology of women has influenced conceptualizations of development, psychopathology, and intervention. Second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. Course designed for developmental and counseling psychology graduate students.

Lisa Goodman

PY 743 Counseling Families (Fall/Spring/Summer: 3)

This is a study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended.

The Department

PY 746 Internship—Counseling II (Spring: 3)

Prerequisites: PY 646 and consent of the Internship Coordinator, Dr. Sandra Morse

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service with individual and group supervision.

The Department

ED 755 Theories of Leadership (Fall: 3)

Explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Highlights models and processes of institutional restructuring and interprofessional collaboration. Recommended for doctoral students.

The Department

ED 770 Higher Education in American Society (Fall: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universi-

ties, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the 20th century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

The Department

ED 771 Organization and Administration of Higher Education (Spring/Summer: 3)

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

Ted I.K. Youn

ED 772 Student Affairs Administration (Fall: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

Kevin Duffy

ED 773 College Teaching and Learning (Spring: 3)

This course begins with an overview of the scholarship on the pedagogical foundations of higher education in order to explore research on pedagogy in colleges and universities. We examine how college learning is assessed and how post-secondary teaching is evaluated. We consider how the markers and politics of identity inform teaching and learning in American higher education. Classroom climate issues and studies, learning and the assumption of whiteness, the objectives of college teaching and learning and their critiques, and evaluation and assessment practices are explored. Students develop and implement a teaching philosophy via the development of a college teaching portfolio.

The Department

ED/PY 778 College Student Development (Spring: 3)

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

ED 779 Global and Comparative Systems in Higher Education (Spring: 3)

Colleges and universities are part of an international system of post-secondary education. This course offers a perspective on the organization and structure of higher education worldwide, as well as an analysis of central issues affecting academe internationally. Examples from other countries are related to the American context. Among the topics considered are global trends in the expansion and

organization of higher education, international study and its impact, the political role of universities, student activism, the role and status of the academic profession, styles of academic leadership in other countries, and others.

Philip Altbach

ED 801 Clinical Experience and Seminar in Administration (Fall/Spring: 3)

Year-long, field-based seminar for students seeking full certification in educational administration. Assists experienced school administrators in dealing effectively with day-to-day school management issues, and linking theory, research, and practice. An intensive journal-writing process is used in conjunction with student and faculty field and course activities to address contemporary issues. Particular attention is given to methods of evaluation and supervision of adult members of the school community.

The Department

ED 819 Educational Change (Fall: 3)

This course focuses on the study of change theories and approaches, their application in educational reform, and their impact on teaching and learning. Students examine the history of educational change and consider the forces for and against change in schools and other educational organizations. Each student is expected to conduct a research study of an educational change initiative.

Gerald Pine

ED/PY 829 Design of Research (Spring: 3)

Prerequisite: ED/PY 469

Examines different approaches to the design of qualitative and quantitative research. Discusses the epistemology underlying these broad traditions of research designs, the nature of research problems that different designs may be used to investigate, and the manner in which different designs and methods may be used to complement one another.

The Department

ED 830 Directed Research in Religious Education (Fall/Spring: 3) IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Jane E. Regan

Thomas Groome

PY 840 Seminar: Professional Issues in Counseling Psychology (Fall: 3)

Prerequisite: Consent of Director of Training

Open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission

This is an advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology.

The Department

PY 841 Seminar in Evaluation and Research in Counseling (Fall: 3) Doctoral students in Counseling Psychology only

This seminar examines the counseling psychology literature emphasizing psychotherapy and counseling treatment research. The seminar format is designed for students to participate actively in class discussions and individual and small group presentations. Students are expected to review critically and discuss the current literature, to present and critique research exemplifying particular top-

ics and designs, and to propose empirical studies that could advance the counseling psychology research agenda. Sign up in the Counseling Psychology Office in advance.

James Mahalik

PY 842 Seminar in Counseling Theory (Fall: 3)

Doctoral students in Counseling Psychology only

The purpose of this course is threefold. First, to examine critically certain basic issues and concepts that must be handled by any theory of counseling. Second, to outline cultural factors mediating between reality and theory and third, to apply those concepts in the analysis of contemporary theories of counseling and psychotherapy. During the semester, nine main issues are dealt with including: (1) the concept of the person; (2) the logic of explanation in counseling theory; (3) the purpose of living; (4) the self; (5) emotion; (6) rationality; (7) freedom and determinism; (8) values and morals; and (9) therapeutic change.

Etiony Aldarondo

PY 846 Advanced Pre-Internship Counseling Practicum

(Fall/Spring: 1)

Prerequisites: Advanced Pre-Internship Counseling Practicum

2 credits in the spring semester

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

The Department

PY 849 Doctoral Internship in Counseling Psychology

(Fall/Spring: 1)

Prerequisites: Consent of Director of Training; minimum of 400 clock hours of counseling practicum (e.g., PY 646, 746, 846)

Doctoral candidates in Counseling Psychology only. By arrangement only.

Internships cover a calendar year and students must complete the equivalent of one full year (40 hours/week) either for four semesters (1 credit hour per semester) or for two semesters (2 credit hours per semester). Applications should be submitted in November of the preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities.

The Department

ED/PY 851 Qualitative Research Methods (Fall/Spring: 3)

Cross listed with PY 851

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.

Robert Starratt

ED 859 Readings and Research In Curriculum and Instruction

(Fall/Spring: 3)

Prerequisite: Faculty member approval

By arrangement.

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

The Department

ED/PY 861 Construction of Attitude and Opinion Questionnaires (Fall: 3)

(This course is usually taken with ED/PY 860 the second semester as the first of a two-course sequence.) Covers techniques for the construction and analysis of attitudinal and opinion questionnaires. Topics include Likert scales, Thurstonian scales, Guttman scales, and ratio-scaling procedures. Students will develop a survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument.

The Department

ED 874 Organizational Decision Making in Higher Education (Spring: 3)

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors with certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership in higher education. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations.

Ted I.K. Youn

ED 876 Financial Management in Higher Education (Spring: 3)

The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets, sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis (e.g., break-even analysis and present value techniques).

Frank Campanella

ED 879 Gender and Higher Education (Summer: 3)

Restricted to doctoral students or master's students with permission

Topics include the history of women in higher education, gender and learning, the campus and classroom climate for women, women's studies and feminist pedagogy, women in post-secondary administration and teaching, and the interrelation of race, class, and gender. Contemporary theory, research, and critical issues will be considered as they apply to diverse groups of undergraduate and graduate students, faculty, administrators, and student affairs practitioners.

Ana M. Martínez Alemán

PY 879 Introduction to Psychoanalysis (Fall: 3)

Cross listed with UN 879

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education. For graduate students and upper division undergraduates with departmental permission.

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored by actively practicing psychoanalysts will include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will also be explored.

W.W. Meissner, S.J.

ED/PY 885 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year, but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

ED/PY 888 Master's Comprehensives (Fall/Spring/Summer: 0)

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

ED 901 Urban Catholic Teacher Corps (Fall/Spring/Summer: 0)

Open only to teachers participating in the Urban Catholic Teacher Corps program

See Urban Catholic Teacher Corps program brochure for details or contact the program office at 617-552-0602.

ED 910 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement.

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

The Department

PY 910 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

By arrangement.

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

The Department

PY 917 Cognitive-Affective Bases of Behavior (Fall: 3)

This course discusses both the concepts of development and the key conceptual issues that are pertinent to the philosophical and scientific study of development, across history and currently. The relation between the conceptual issues (nature-nurture, continuity-discontinuity, and stability-instability) and the philosophies of science and paradigms (or meta-models) that have shaped theories of development and the methods employed to study developmental change are reviewed. The range of past and contemporary theoretical models of development are discussed and the methodological proscriptions and prescriptions associated with each type of theory are reviewed.

The Department

PY 920 Seminar on Current Issues in Applied Developmental and Educational Psychology (Spring: 3)

This course will be offered once a year and will be taught by faculty on a rotating basis. The faculty member teaching it will emphasize his or her own research area, highlighting the relevant theoretical, conceptual, and methodological issues. This will allow students to become familiar with the research of the faculty in an in-depth way. It will also provide a useful avenue for students' own research participation.

The Department

ED 921 Readings and Research in Educational Administration and Higher Education Administration (Fall/Spring: 3)

Prerequisite: Faculty member approval

By arrangement.

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

The Department

ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)**IREPM Course**

Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor. Limited to 10 participants.

See course description under the Institute of Religious Education and Pastoral Ministry.

Jane Regan

ED 941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Spring: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of instructor.

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

Ronald Nuttall

PY 941 Dissertation Seminar in Counseling/Developmental Psychology (Fall/Spring: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of instructor.

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

The Department

ED 951 Dissertation Seminar in Curriculum & Instruction (Spring: 3)

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

The Department

ED 953 Instructional Supervision (Spring: 3)

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

The Department

ED 973 Seminar in Research in Higher Education (Fall: 3)

Prerequisite: ED/PY 771 and Doctoral Standing

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products. Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.

Ted Youn

ED 975 Internship in Higher Education (Fall/Spring/Summer: 3)
Restricted to M.A. and Ph.D. students in Higher Education

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

Kevin Duffy

ED 976 Symposium in Higher Education (Fall: 3)
For Administrative Fellows in Higher Education

A guided practicum experience for Administrative Fellows in Higher Education, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

Karen Arnold

ED 982 Dissertation Seminar in Educational Administration and Higher Education (Fall: 3)

Prerequisite: Advanced Statistics and Research Design.
Permission of instructor.

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

Joseph O'Keefe, S.J.

ED/PY 988 Dissertation Direction (Fall/Spring: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

ED/PY 998 Doctoral Comprehensives (Fall/Spring: 0)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

Dennis Shirley

ED/PY 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

The Department

Law School

INTRODUCTION

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

REGISTRATION FOR BAR EXAMINATION

Upon entering law school, some students know the state(s) they intend to practice in upon graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, you should contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice, to determine the standards and requirements for admission to practice. The Office of Academic Services also has bar examination information available for some states.

AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

ADVANCED STANDING

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the LSDAS report, a law school transcript, a letter of good standing from his or her law school dean and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

DUAL DEGREE PROGRAM IN LAW AND BUSINESS ADMINISTRATION

The Carroll School of Management and the Law School at Boston College have a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

DUAL DEGREE PROGRAM IN LAW AND SOCIAL WORK

The Graduate School of Social Work and the Law School at Boston College have a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups, and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

DUAL DEGREE PROGRAM IN LAW AND EDUCATION

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

OTHER DUAL STUDY PROGRAMS

Law students are permitted to take a maximum of four graduate level courses (twelve credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

LONDON PROGRAM

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices and are supervised by a full-time member of the Boston College Law School faculty.

INFORMATION

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by e-mailing the office at bcawadm@bc.edu. Course descriptions and scheduling information are also available on the BCLS website at <http://www.bc.edu/lawschool>.

Faculty

Arthur L. Berney, *Professor Emeritus*; A.B., LL.B., University of Virginia

Robert C. Berry, *Professor Emeritus*; A.B., University of Missouri; LL.B., Harvard University

Peter A. Donovan, *Professor Emeritus*; A.B., J.D., Boston College; LL.M., Georgetown University; LL.M., Harvard University

John M. Flackett, *Professor Emeritus*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania

Richard G. Huber, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University

Cynthia C. Lichtenstein, *Professor Emerita*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago

Francis J. Nicholson, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University

Filippa Anzalone, *Professor and Associate Dean for Library and Computing Services*; B.A., Smith College; M.S., Simmons College Graduate School of Library and Information Science; J.D., Suffolk University Law School

Hugh J. Ault, *Professor*; A.B., LL.B., Harvard University

Charles H. Baron, *Professor*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

Robert M. Bloom, *Professor*; B.S., Northeastern University; J.D., Boston College

Mark S. Brodin, *Professor*; B.A., J.D., Columbia University

George D. Brown, *Professor and Associate Dean for Academic Affairs*; A.B., J.D., Harvard University

Daniel R. Coquillette, *Rev. Monan, S.J., University Professor*; A.B., Williams College; M.A., Oxford University; J.D., Harvard University

Lawrence A. Cunningham, *Professor*; B.A., University of Delaware; J.D., Benjamin Cardozo School of Law

Scott T. FitzGibbon, *Professor*; B.A., Antioch College; J.D., Harvard University; B.C.L., Oxford University

Frank Garcia, *Professor*; B.A., Reed College; J.D., University of Michigan

John Garvey, *Professor and Dean*; A.B., Notre Dame University; J.D., Harvard University

Phyllis Goldfarb, *Professor*; B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; LL.M., Georgetown University

Kent Greenfield, *Professor*; A.B., Brown University; J.D., University of Chicago

Ingrid Hillinger, *Professor*; A.B., Barnard College; J.D., College of William & Mary

Ruth-Arlene W. Howe, *Professor*; A.B., Wellesley College; M.S.W., Simmons College; J.D., Boston College

Sanford N. Katz, *Libby Professor*; A.B., Boston University; J.D., University of Chicago; Sterling Fellow, Yale Law School

Thomas C. Kohler, *Professor*; B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University

Ray Madoff, *Professor*; A.B., Brown University; J.D., LL.M., New York University

Judith A. McMorrow, *Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame

Zygmunt J. B. Plater, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., S.J.D., University of Michigan

James R. Repetti, *Professor*; B.A., Harvard University; M.B.A., J.D., Boston College

James S. Rogers, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University

Mark R. Spiegel, *Professor*; A.B., University of Michigan; J.D., University of Chicago

Catherine Wells, *Professor*; B.A., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University

David A. Wirth, *Professor*; A.B., Princeton University; A.M., Harvard University; J.D., Yale University

Alfred C.C. Yen, *Professor*; B.S., M.S., Stanford University; J.D., Harvard University

Mary S. Bilder, *Associate Professor*; B.A., University of Wisconsin at Madison; A.M., J.D., Ph.D., Harvard University

R. Michael Cassidy, *Associate Professor*; B.A., University of Notre Dame; J.D., Harvard University

Anthony Farley, *Associate Professor*; B.A., University of Virginia; J.D., Harvard University

Dean M. Hashimoto, *Associate Professor*; A.B., Stanford University; M.S., University of California (Berkeley); M.O.H., Harvard University; M.D., University of California (San Francisco); J.D., Yale University

Frank R. Herrmann, S.J., *Associate Professor*; A.B. Fordham University; M.Div., Woodstock College; J.D., Boston College

Sharon Hamby O'Connor, *Associate Professor*; B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University

Daniel Barnett, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., J.D., University of the Pacific

Sharon Beckman, *Assistant Professor*; A.B., Harvard University; J.D., University of Michigan Law School

Joan Blum, *Associate Professor of Legal Reasoning, Research, and Writing*; A.B., Harvard College; J.D., Columbia Law School

Mary Ann Chirba-Martin, *Assistant Professor of Legal Reasoning, Research and Writing*; B.A., Colgate University; J.D., Boston College; M.P.H., Harvard School of Public Health

Leslie Espinoza Garvey, *Associate Clinical Professor*; B.A., University of Redlands; J.D., Harvard University

Jane K. Gionfriddo, *Associate Professor and Director of Legal Reasoning, Research, and Writing*; B.A., Wesleyan University; J.D., Boston University

Renee M. Jones, *Assistant Professor*; A.B., Princeton University; J.D., Harvard University

Gregory Kalscheur, S.J., *Assistant Professor*; B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology

Daniel Kanstroom, *Clinical Professor*; B.A., State University of New York, Binghamton; J.D., Northeastern University; LL.M., Harvard University

Elisabeth Keller, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Brandeis University; M.A., J.D., Ohio State University

Joseph Liu, *Assistant Professor*; B.A., Yale University; J.D., Columbia University; LL.M., Harvard University

Paul R. McDaniel, *Professor*; B.A., University of Oklahoma; LL.B., Harvard University

Alan Minuskin, *Associate Clinical Professor*; B.A., University of Miami; J.D., New England School of Law

Evangeline Sarda, *Associate Clinical Professor*; B.A., Yale University; J.D., Columbia University

Francine T. Sherman, *Adjunct Professor*; B.A., University of Missouri; J.D., Boston College

Judith B. Tracy, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., University of Michigan; J.D., University of Chicago

Paul Tremblay, *Clinical Professor*; B.A., Boston College; J.D., University of California at Los Angeles

Carwina Weng, *Assistant Clinical Professor*; B.A., Yale University; J.D., New York University School of Law

Wallace E. Carroll School of Management

UNDERGRADUATE WALLACE E. CARROLL SCHOOL OF MANAGEMENT

MISSION STATEMENT

Founded as the College of Business Administration at Boston College in 1938, and later named the Wallace E. Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that advances business theory and enhances management practice are crucial means to these ends. Our current efforts are a partnership of students, faculty, staff, the business community, and the broader academic community. We seek and value the support and counsel of our alumni and the wider business community. We aspire to be an effective and caring organization for our immediate community, and we strive to orchestrate all our efforts for the service of the many communities—local, national, and global which sustain us.

The undergraduate curriculum, which combines a broad liberal arts background with specialized training in a management discipline, prepares students for leadership roles in business and society. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

Philosophy of Undergraduate Education

Future managers will bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making, and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure, and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

Information for First Year Students

In most ways, the first year in the Carroll School of Management resembles the first year in the College of Arts and Sciences. CSOM freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the

University section); the study of courses required in the Management Core, with the exceptions noted below, usually begins in earnest in sophomore year.

During freshman year, CSOM students should complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151). These four courses, or their equivalent via Advanced Placement, are indispensable in the first year. The only other strict requirement for CSOM freshmen is the completion of MH 011 Introduction to Ethics in either semester. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year. We also recommend that students complete MC 021 Computers in Management during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for CSOM students.

Freshmen should also consider enrolling in one of the University's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements. Perspectives, in fact, is restricted to freshmen; PULSE may be taken at any time during a student's Boston College career.

Other possibilities for freshman year include the Modern History sequence, the two-semester Principles of Economics sequence, and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer, or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

Management Courses

- 1 MM 011 Introduction to Ethics (1 credit-freshman)
- 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
- 1 MC 021 Computers for Management (freshman or sophomore)
- 1 MA 021 Financial Accounting (sophomore)
- 1 MA 022 Managerial Accounting (sophomore)
- 1 EC 151 Statistics (freshman year, either fall or spring)
- 1 MJ 021 Introduction to Law (sophomore or junior)
- 1 MB 021 Organizational Behavior (sophomore or junior)
- 1 MD 021 Management and Operations (junior)
- 1 MF 021 Basic Finance (junior)
- 1 MK 021 Basic Marketing (junior)
- 1 MD 099 Strategy and Policy (senior)
- 4-6 CSOM concentration courses (junior, senior)
- 2-6 Electives (Any year—may be taken in any division of Boston College with the proviso that at least one-half of each student's course work must be completed within Arts and

Sciences.) With the exception of MD 099 Strategy and Policy, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

The prerequisites, which are listed in the individual course descriptions, must be followed.

Arts and Sciences Majors

For students who have a very strong interest in an area in Arts and Sciences, it is possible to complete a major in the College of Arts and Sciences by using their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the Department Chairperson in the College of Arts and Sciences as early in their studies as possible.

International Study

Studying and living in another country enable students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the CSOM Undergraduate Associate Dean.

The Office of International Programs administers a growing number of programs for Boston College. CSOM students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America and Eastern Europe, among others. See elsewhere in this catalog for a full listing. The Director of International Programs is Marian St. Onge, Hovey House.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from David McKenna, Honors Program Director. In order to receive permission to study abroad, students typically need a 3.0 average.

SPECIAL PROGRAMS

Management Honors Program

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program, a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

Honors students enroll in Honors sections of Management core courses, take a special course in Advanced Statistics and complete two courses—MH 126 Management Communication Skills and MH 199 Senior Honors Thesis—above and beyond the 38 courses required for the degree.

Pre-Professional Studies for Law

Pre-law students need clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social and economic problems related to the administration of justice in modern society. The Carroll School of Management offers an ideal opportunity to develop these qualities

both through the liberal arts core and specialized management courses, notably those case style courses which place a premium on analytical powers and a capacity in both oral and written expression.

The Ethics Initiative

Regular Carroll School of Management courses integrate ethical issues in business and management. The one-credit course described below is required for CSOM freshmen.

MM 011 Introduction to Ethics (Fall/Spring: 1)

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas.

CARROLL SCHOOL OF MANAGEMENT GRADUATE PROGRAMS

INTRODUCTION

Boston College's Carroll School of Management graduate programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 950 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Accounting (M.S. in Accounting) providing students with the advanced quantitative tools and the increasingly important understanding of business strategy; the Master of Science in Finance (M.S. in Finance), a rigorous ten-course curriculum providing advanced financial skills; and the Ph.D. in Management with a concentration in Finance and the Ph.D. in Management with a concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management Graduate Programs have developed many exciting options that enable students to individualize their management education. Among these are 18 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/Master of Social Work (M.B.A./M.S.W.).

MASTER OF BUSINESS ADMINISTRATION PROGRAM

The full-time and evening Master of Business Administration (M.B.A.) programs at Boston College help position students for career success by offering the management skills and perspectives most needed in today's increasingly global and technology-based business environment. The programs are distinguished by their stimulating mix of classroom and real-world learning, which provide students with abundant opportunities to apply their knowledge to solve actual business problems. The full-time and evening programs are each composed of 55 credit hours.

The full-time program is two-years in length. Students in the evening program generally attend classes two evenings a week and often take one or two courses during the summer session; the program is usually completed in three and a half or four years.

Eighteen credits are open to the student's election, with most students choosing to concentrate three of their electives in an area of specialization. Concentrations for students who wish to specialize in functional areas of management are offered in Accounting, Business Law, Computer Science, Economics, Finance, Management of Information Technology, Management Science, Marketing, Operations Management, Organization Studies, and Strategic Management. In addition, cross-functional specialty concentrations are available in consulting, development of new ventures and entrepreneurship, interna-

tional management, management of financial service institutions and management of technology. Techno-M.B.A. Concentrations are available in the following areas financial information management, information technology venturing, managing information-intensive change, technology based marketing, and technology strategies.

M.B.A. Curriculum

Full-Time Program

Management Practice Courses

- MM 720 Management Practice I: Leading Organizations (6 credits)
- MM 730 Management Practice II: Acting in Organizations (5 credits)
- MD 740 Management Practice III: Strategy and Information Systems (3 credits)
- MD 750 Management Practice IV: Managing in a Changing World (3 credits)

Core Courses

- MA 713 Accounting (2 credits)
- MB 712 Managing People and Organizations (2 credits)
- MD 701 Economics (2 credits)
- MD 714 Statistics (2 credits)
- MD 716 Modeling and Decision Analysis (1 credit)
- MD 723 Operations Management (2 credits)
- MD 725 Managing in the Global Environment (1 credit)
- MF 722 Financial Management (2 credits)
- MK 721 Marketing (2 credits)

Core Electives

Two of the following courses (2 credits each):

- MA 726 Accounting Tools for Managers
- MB 728 Current Topics in Human Resource Management
- MD 729 Managing Operations for Competitive Advantage
- MF 727 Current Topics in Financial Management
- MJ 727 Managing the Legal Environment of Business
- MK 719 Key Strategies in Marketing

Electives

- 6 Electives (3 credits each)

Evening Program

Management Practice Courses

- MM 703 Management Practice I: Business Development Workshop (1 credit)
- MB 702 Management Practice II: Leadership Workshop (3 credits)
- MD 710 Management Practice III: Strategic Management (3 credits)
- MD 711 Management Practice IV: Social Issues in Management (3 credits)

Core Courses

- MA 701 Accounting (3 credits)
- MB 709 Managing People and Organizations (3 credits)
- MD 700 Economics (3 credits)
- MD 703 Computer Information Systems (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)
- MD 708 Managing in the Global Environment (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)

Dual Degree Programs

In response to the growing interest in combining management education with study in non-business fields, the Carroll School of

Management has developed a number of dual degree programs in conjunction with other graduate and professional schools at Boston College.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management and the participating school within the University.

Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests. For a complete list of the dual degree programs, reference the About Boston College section of this catalog.

Other Study Options

Certificate in Manufacturing Engineering

The Operations and Strategic Management Department, in collaboration with Tufts University, offers a concentration that augments studies in management with study in manufacturing engineering. Students take four of their electives at Tufts to earn a Certificate in Manufacturing Engineering. The program offers an interdisciplinary curriculum with hands-on research and project opportunities in conjunction with the Tufts Manufacturing Resource Center.

Global Management Opportunities

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Carroll School of Management offers numerous opportunities for firsthand study of managerial decision making in global organizations and environments.

International Management Experience

Offered annually at the end of the spring semester, the IME affords an exceptional opportunity for students to visit leading corporations and government agencies in Asia and Europe. Participants meet with business leaders and officials, and observe the application of management principles and strategies in the global arena. The economic, cultural, and social factors that affect the conduct of business in a variety of industries and context are explored in-depth.

International Dual Degree

The M.B.A./Diplome de Formation International is a two-year dual degree program offered by Boston College and the Robert Schuman University of Strasbourg, France, a leading European management school. Students earn a M.B.A. from Boston College and a Diplome de Formation International, a French graduate degree in international management from Strasbourg. Participating students study for a semester and one or two summers in Strasbourg, a major center of commerce and politics. The degree is completed in two years of full-time study.

Other Study Abroad Opportunities

The Boston College Carroll School of Management links students with other leading management schools around the world for a semester during the second year of full-time study. Participating graduate business schools include:

- China-Beijing International Management Center, Peking University, Beijing
- France-ESC Brest, ESC Bordeaux and ESC Clermont
- Ireland-Smurfit Graduate School of Business, University College Dublin

Students may arrange for study at other internationally recognized institutions to suit their interests. Students have studied at Erasmus University in Holland, the London School of Economics, and other highly acclaimed institutions. Students may also pursue an approved semester of overseas study as part of the International Management concentration, another option within the curriculum for students interested in honing their global perspectives.

Special Study

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

Independent Study Project

A student may propose an independent study project to a faculty member; the satisfactory completion of the project will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Director of Graduate Curriculum and Research.

MASTER OF SCIENCE IN ACCOUNTING

Boston College's M.S. in Accounting program teaches its students the knowledge and skills necessary to succeed in the accounting profession and related fields. The program builds on the student's undergraduate foundation, and equips them with the business, interpersonal, and quantitative tools required of future leaders in an increasingly complex and competitive profession. In addition, the program is designed to satisfy the 150-hour requirement for the certified public accountant (CPA) examination in effect in most states.

Core accounting courses presented in richly detailed business contexts allow our students to use their technical expertise in practical business contexts. There are four required courses covering accounting topics. Students also take six electives, which allow them to develop strength in other disciplines as well as additional accounting topics. Electives can be fulfilled from the majority of the Carroll School of Management's graduate course offerings and may include courses in subjects such as marketing and finance.

The ten-course program is offered primarily on a full-time basis. Students also have flexibility with respect to the timing of their courses and may enroll in January, June, or September. Students have the option of taking classes under a summer/summer structure over two years, with time off during the intervening fall and winter/spring. This is a popular option for undergraduate accounting students who have secured full-time employment before entering the M.S. in Accounting program. Students may also follow a traditional academic year structure, taking classes in the fall and spring semesters. All students must take a minimum of two of the four core courses during summer sessions. These courses are only offered during the day.

M.S. in Accounting Core Courses

- MA 802 Strategic Cost and Profitability Analysis
- MA 803 Taxes and Management Decisions
- MA 804 Financial Statement Analysis
- MA 811 Assurance and Consulting Services

Electives

Six electives (three credits each)

MASTER OF SCIENCE IN FINANCE

Boston College's Master of Science in Finance (M.S. in Finance) program teaches students to understand complex financial problems. The program builds on the student's foundation of business and quantitative skills and adds advanced financial training. The program's unique depth and focus mean that graduates leave with capabilities rare among financial analysts, and have many attractive career options. An extensive review of fundamental tools and concepts in finance provides students with a foundation for advanced work in corporate finance, investments, and financial institutions. There are eight required courses covering these areas, and two electives in such specialties as portfolio theory, international finance, and the structure of corporations and markets.

The ten-course program is designed to be completed in one year of full-time study or 21 months of part-time study, including one summer. Most students in the program have a bachelor's or master's degree in a business discipline; students with backgrounds in other fields are generally required to complete prerequisites in management courses.

M.S. in Finance Curriculum, full-time**Fall**

- MF 801 Investments
- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

Spring

- MF 880 Fixed Income Analysis or MF 803 Portfolio Theory
- MF 860 Derivatives and Risk Management
- MF 881 Theory of Corporate Finance
- One elective

Summer

- MF 808 Financial Policy
- One elective

M.S. in Finance Curriculum, part-time**Fall**

- MF 801 Investments
- MF 852 Financial Econometrics

Spring

- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions

Summer

- MF 880 Fixed Income Analysis or MF 803 Portfolio Theory
- One elective

Fall

- MF 860 Derivatives and Risk Management
- MF 881 Theory of Corporate Finance

Spring

- MF 808 Financial Policy
- One Elective

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph.D. in Management with a concentration in Finance provides graduates with the knowledge and analytical abilities they need to teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience.

The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper, due at the end of the student's first summer in the program, begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the second through fourth years, when the student participates in teaching workshops and acquires experience in the classroom.

Ph.D. in Management with a Concentration in Finance Curriculum**First Year/Fall**

- MF 820 Management of Financial Institutions
- EC 720 Mathematics for Economists
- EC 740 Microeconomic Theory I
- EC 770 Statistics

First Year/Spring

- MF 891 Ph.D. Seminar: Corporate Finance
- EC 741 Microeconomic Theory
- EC 760 Econometrics I
- Elective* (Economics or Finance)

Second Year/Fall

- MF 890 Ph.D. Seminar: Continuous-Time Models in Finance
- MF 863 Ph.D. Seminar: Asset Pricing Theory
- EC 761 Econometrics II
- EC 827 Econometric Theory I or substitute

Second Year/Spring

- MF 866 Ph.D. Seminar: Financial Econometrics
- EC 828 Econometric Theory II or substitute
- Elective* (e.g., Time Series Econometrics)

Third Year/Fall

- MF 892 Ph.D. Seminar: Teaching Workshop
- Elective*
- Dissertation

Third Year/Spring

- Elective*
- Dissertation

Fourth Year/Fall

- Dissertation

Fourth Year/Spring

- Dissertation

*Four Electives (At least one of the electives should be in econometrics/advanced methods, such as EC 821 Time Series Econometrics or EC 822 Microeconometrics.)

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN ORGANIZATION STUDIES

The Ph.D. in Management with a concentration in Organization Studies prepares students for careers in research and teaching in organizational behavior and related fields. The intellectual theme of the program emphasizes organizational transformation: fundamental changes in organizations that influence their character and effectiveness. The program combines courses in theory and applied research, along with practical experience in teaching and consulting. Students are expected to engage in research from the outset of the program.

Students typically fulfill requirements by completing 18 courses, the majority in the first two years of the program. In the first year, students receive systematic and rigorous training in organizational theory, statistics, research methods, and organizational change. During the second year, students also receive training in teaching skills, as well as the opportunity to teach. Additional requirements include successful completion of a comprehensive exam at the end of the first year, a research paper by the end of the second year, and a dissertation proposal by the start of the third year. The final portion of the program is devoted to the preparation and defense of a dissertation.

Ph.D. in Management with a Concentration in Organization Studies Curriculum*

*For students without prior management education

- First Year/Fall**
- MB 850 Micro-Organizational Theory
 - MB 852 Perspectives on Individual and Organizational Change
 - MB 871 Quantitative Research Methods
 - SC 702 Statistical Analysis I

First Year/Spring

- MB 851 Macro-Organizational Theory

- MB 870 Qualitative Research Methods
- MB 880 Action Research Methods
- SC 703 Statistical Analysis II

First Year/Summer

- Comprehensive Examination
- Paper proposal by fall of second year

Second Year/Fall

- MB 853 Organizational Change and Transformation
- MB 872 Research Seminar I
- Economics (M.B.A. course)
- Accounting (M.B.A. course)

Second Year/Spring

- MB 881 Teaching Practicum
- MB 898 Independent Research I
- Marketing (M.B.A. course)
- Finance (M.B.A. course)

Second Year/Summer

- Paper finished
- Prepare thesis proposal

Third Year/Fall

- MB 873 Research Seminar II
- Competitive Strategic Management (M.B.A. course)
- Elective
- Elective

Third Year/Spring

- MB 899 Independent Research II
- Elective
- Elective

Fourth Year/Fall/Spring/Summer

- Dissertation

Advanced Standing and Equivalency for Graduate Degrees

Undergraduate Course Work

M.B.A. students who have no prior graduate management education, but have demonstrated mastery of a core subject area may receive advanced standing credit for up to two courses, thus reducing the total number of courses required to complete the M.B.A. degree. Typically, if a student has an undergraduate major in a core course area or has taken advanced courses in that area with grades of B or better, a student is eligible to receive advanced standing credit. In unusual circumstances, a student will be given the opportunity to demonstrate competency in an examination. Students who have demonstrated mastery at the undergraduate level in more than two subjects may substitute an elective for a core course.

Graduate and Professional Course Work

Students who have completed graduate management courses at other AACSB-accredited institutions or who have recognized professional certification (e.g., CPA, CFA) may receive advanced standing for a maximum of 12 semester credit hours. Students must have a minimum grade of B in all completed course work. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be allowed to substitute an elective for a core course.

Advanced Standing for Graduate Degrees

Applicants may receive up to 12 credits of advanced standing, elective credit for master's or doctorates in any of the fields in which the Carroll School of Management offers a dual degree, concentration, or certificate program (including accounting, biology, finance,

geology, law, economics, social work, nursing, certain linguistics, sociology, and engineering). Advanced standing for graduate degrees are granted only to accepted students with masters or doctorates from nationally accredited, established programs in the United States.

Transfer Policy

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program might not comparably meet the needs of the other. Interested students should consult with the Director of Graduate Curriculum and Research to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Students who wish to be considered for admission to another program (e.g., an Evening student seeking to apply to Full-Time) must apply and be accepted to the program of interest. A student's original application may be used for application.

Admission Information

Master of Business Administration

The Carroll School of Management welcomes applications from graduates of accredited colleges and universities. For the M.B.A. program, the Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the Carroll School of Management's M.B.A. program. However, students are expected to be proficient in English and mathematics. In addition, all applicants are expected to take the GMAT.

In M.B.A. candidates, the Admissions Committee looks for evidence of academic and management potential. Work experience and prior academic performance are significant criteria in their evaluation. In general, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

Master of Science in Finance

Most students enter the M.S. in Finance program with a background in business or management. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required. An applicant's quantitative skills are weighed heavily in the admissions decision. The GMAT is required for admission.

Master of Science in Accounting

The M.S. in Accounting program considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the Carroll School of Management M.S. in Accounting program. However, students are expected to be proficient in English. In addition, all applicants are required to take the GMAT.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience, and leadership and community involvement are signifi-

cant criteria in their evaluation. Work or internship experience is not required to apply to the program, however, it can strengthen a candidate's application.

M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting

Students must be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. The GMAT is required for admission.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. The GMAT is required for admission.

Ph.D. in Finance

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

Ph.D. in Organization Studies

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received a M.B.A., or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

International Students

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree (equivalency to be determined by the Associate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). This requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia, or New Zealand. The minimum score on the TOEFL is 600 (or 250 on computer-based scores). An official score report should be sent to the Carroll School of Management, Fulton 315, Boston College, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. program and one year for the M.S. in Finance program. Prospective international students with particular questions may wish to contact the Boston College Intercultural Office, McElroy Commons 114, Chestnut Hill, MA 02467, USA; telephone: 617-552-8005; fax: 617-552-3473.

Financial Assistance

Graduate Assistantships and Scholarships

The Carroll School of Management offers a number of assistantships and scholarships to full-time M.B.A., M.S. in Finance, and dual M.B.A./M.S. in Finance students. Assistantships and scholar-

ships are merit-based awards. Awardees usually have two or more years of full-time work experience, 658 or above on the GMAT, 3.33 or above grade point average, and a strong set of application materials. NOTE: Interested applicants must submit with their application a current resume and a cover letter describing their skills and areas of interest. These materials must be submitted by October 15, 2003 for January 2004 entrance to the M.S. in Finance program; or submitted by March 1, 2004 for September 2004 entrance to the M.B.A. and M.S. in Finance programs.

Graduate assistantships involve research or administrative duties in exchange for a stipend. M.B.A. assistantships are generally 10-hour per week assignments. M.S. in Finance assistantships are generally 8-16 hour per week assignments. Assistantships are available to both domestic and international applicants and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Decisions regarding assistantships and scholarships are made in April and May for September admission. Students who receive a scholarship or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

Ph.D. candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or a teaching assistant for the second two years.

University-Administered Financial Aid

In addition to the assistantships and scholarships offered through the Carroll School of Management, the Office of Student Services offers a variety of programs to help students finance their education. Students should be aware that most loan programs charge an origination fee and should factor this into their financial planning.

CAREER SERVICES AND PLACEMENT

The Office of Graduate Management Career Services supports students in achieving their career goals through placement initiatives, career coaching, recruiting, and other services. At the same time, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include: Board of Advisors Mentoring Program; Recruiting Program; Resume Books; Corporate Outreach; Alumni Advisory Network; Career Fairs; and Career Advising and Resources.

ACCREDITATION

The Carroll School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

FOR MORE INFORMATION

For a more detailed description of course offerings and academic policies, applicants should consult the Graduate Programs Courses, Faculty and Academic Policies guide. Information is also available at <http://www.bc.edu/carroll>.

Prospective students should direct inquiries to the specific program in which they are interested:

M.B.A.: M.B.A. Office of Admissions, Carroll School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; <http://www.bc.edu/mba>.

M.S. in Finance and Ph.D. in Finance: Graduate Finance Programs, Carroll School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-4488; fax: 617-552-8078; <http://www.bc.edu/msf>.

M.S. in Accounting: M.S. in Accounting Program, Boston College, Carroll School of Management, Fulton Hall, Room 520, Chestnut Hill, MA 02467-3808; telephone: 617-552-1371; fax: 617-552-6836; <http://www.bc.edu/msa>

Ph.D. in Organization Studies: Department of Organization Studies, Carroll School of Management, Boston College, Fulton Hall, Room 430, Chestnut Hill, MA 02467-3808; telephone: 617-552-0450; <http://www.bc.edu/phdos>.

Graduate Management Practice/International

Graduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MM 703 Management Practice I: Business Development

Workshop (Fall/Spring: 1)

The goal of MP I is to create a learning experience for students that provides exposure to and experience in using teams to identify and communicate new business ideas to interested parties such as venture capitalists, bosses and other business partners. Each team of students is asked to produce a two-part deliverable.

Ralph Guerriero

MM 720 Management Practice I: Leading Organizations (Fall: 6)

The Management Practice sequence begins with a one-week orientation that introduces students to the roles, functions, and responsibilities of managers in leadership roles in a complex, dynamic global environment. Students are introduced to strategic thinking based on clear analysis of the organization, its strategy, and its global environment.

Paul Mamane

MM 730 Management Practice II: Acting in Organizations

(Spring: 5)

The second half of the first-year full-time M.B.A. program centers around fieldwork. The consulting project allows the student to apply knowledge and concepts taught in MP I and the foundation and functional courses.

Vincent O'Reilly

MM 805 International Management Experience (Fall: 3)

Prerequisite: MD 708 or MD 725

This course provides students with an international immersion opportunity in Asia, Europe, or Latin America. While abroad, students meet with senior executives of international companies and overseas subsidiaries of U.S. corporations and discuss business practices. Students observe firsthand the companies and places discussed in classes and experience the exciting challenges that managers in global corporations face.

Robert Taggart

MM 810 Communication Skills for Managers (Fall/Spring: 3)

This course is designed to help M.B.A. graduates students improve their communication skills in writing and speaking. Its purpose is twofold: (1) to improve students' organizational effectiveness as managers, and (2) to improve students' personal effectiveness as speakers and writers.

E. Wallace Coyle

MM 841 Management of Professional Services (Spring: 3)

This course is available by invitation only

This interdisciplinary course is focused on the management of professional services. The classroom component includes selected

readings, case analyses and discussions on the application of leadership techniques, process analysis, change management principles, marketing, and operations management to the delivery of professional services. The course also includes a practical experience via involvement in the management of the Boston College M.B.A. Consulting Program and the related Diane Weiss Competition.

Vincent O'Reilly

MM 902/MM 903 Leadership for Change Leadership
(Fall/Spring/Summer: 12)

Leadership for Change is a ten-month, 12-credit sequence starting in September and ending in July. Monthly sessions are designed for evening M.B.A. students and working professionals to maximize a work-based learning curriculum while fostering responsible leadership practices.

Rebecca Rowley

Note: For students in the Boston College evening M.B.A. program, Leadership for Change covers two course requirements of the M.B.A. core curriculum (MPII/Leadership Workshop and MPIV/Social Issues in Management). It also meets two of the six electives in the M.B.A. program. Leadership for Change is considered an area of concentration in the M.B.A. program. For more information contact, Director Rebecca Rowley at 617-552-2709.

Accounting

Faculty

G. Peter Wilson, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University

Arnold Wright, *Andersen Professor*; B.S., University of Colorado; M.B.A., Ph.D., University of Southern California; C.P.A.

Jeffrey R. Cohen, *Associate Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Louis S. Corsini, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Theresa Hammond, *Associate Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin; C.P.A.

Gil J. Manzoni, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Kenneth B. Schwartz, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Billy Soo, *Associate Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Gregory Trompeter, *Associate Professor and Chairperson of the Department*; B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin; C.P.A.; C.M.A.

Andrea A. Roberts, *Assistant Professor*; B.S., Tucson State University; Ph.D., George Washington University

Susan Z. Shu, *Assistant Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

Vincent O'Reilly, *Distinguished Senior Lecturer*; B.S., Boston College; M.B.A., University of Pennsylvania

Edward Taylor, Jr., *Lecturer*; B.S., Boston College; M.B.A., Bentley College

Departmental

Notes

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/csom/Accounting/default.html

Undergraduate Program Description

The objective of the curriculum is to prepare the undergraduate student who concentrates in accounting for a professional career in public accounting, industry, financial institutions, not-for-profit organizations, or government. The program of study emphasizes the conceptual foundations of accounting, methods, and procedures relevant for practice, global and ethical considerations, and the relationships between accounting and the other management disciplines.

Concentration in Accounting

Junior Year

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis (may be taken in senior year)

Senior Year

- MA 405 Federal Taxation
- MA 320 Accounting Information Systems (may be taken in junior year)

Electives

- MA 309 Audit and Other Assurance Services
- MA 351 Financial Statement Analysis
- MA 399 Directed Readings
- MA 401 Financial Accounting Standards and Theory III
- MA 402 Theory and Contemporary Issues in Accounting
- MA 408 Financial Auditing

Concentration in Corporate Reporting and Analysis

Junior Year

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II

Senior Year

- MA 351 Financial Statement Analysis
- MA 402 Theory and Contemporary Issues in Accounting
- Quantitative Analysis elective (choose one of the following):
 - MD 384 Applied Statistics
 - MD 606 Forecasting Techniques
 - EC 228 Econometric Methods

Dual Concentration in Accounting and Information Technology

Information Technology (IT) has clearly had and will continue to have a profound effect on business entities. Employers continually emphasize the value of professionals who both understand business and IT. IT people tend to have strong technical knowledge, while accountants have knowledge of the accounting system and are increasingly obtaining a broad understanding of business processes and controls. The combination of the two areas is powerful. This six course program (four required courses and two electives) is designed for students interested in either the consulting divisions of professional services firms or in the accounting or IT departments of companies. Students are advised to see a faculty advisor(s) in Accounting, Computer Science, or Operations and Strategic Management in selecting appropriate electives.

Junior Year

- MA 301 Financial Accounting Standards and Theory I
- MA 320 Accounting Information Systems
- MC 140 Computer Science I
- MD 240 Management Information Systems

Senior Year

- Accounting elective
- Information Technology elective (choose one)
 - MC 141 Computer Science II
 - MC 252 Systems Analysis
 - MC 253 Electronic Commerce
 - MC 254 Business Systems

Dual Concentration in Accounting and Information Systems

The dramatic impact of information technology has led many noted individuals to label this as the information age. To be competitive, business entities must use information as a strategic resource, and the accounting system is an integral part of a company's management information system. As such, there is great demand for individuals with both accounting and information technology skills. Students may wish to gain this interdisciplinary background by pursuing a dual concentration in accounting and information systems. The dual concentration (eight courses) requires the completion of the requirements for the Accounting concentration plus the following three additional courses:

- MC 140 Computer Science I
- MC 252 Systems Analysis
- MC 254 Business Systems

MA 320 Accounting Information Systems is considered a joint accounting and information systems course and included as an elective under the information systems concentration.

Information for Study Abroad

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department is willing to approve many elective courses, and depending on the topic coverage, the Department will typically accept specific required courses (primarily Cost Accounting and Accounting Information Systems, but in specific cases other required courses may be approved as well). Prior approval is required in any case. All Accounting concentrators should meet with Professor Ron Pawliczek to plan their study abroad programs and to obtain course approvals.

C.P.A. Recommendations

The Department strongly recommends that students who intend to practice as Certified Public Accountants contact the state in which they plan to practice concerning the educational requirements of that state. Most states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. For example, the majority of states now require an additional year of study beyond the undergraduate degree to practice as a Certified Public Accountant. Please check the AICPA web page for more details.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MA 021 Financial Accounting (Fall/Spring: 3)

This course develops an understanding of the basic elements of financial accounting and the role of accounting in society. Students are introduced to financial statements and to the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting. The skills necessary to analyze business transactions, to prepare and to comprehend financial statements, and to examine a firm's profitability and financial condition are developed.

The Department

MA 022 Managerial Accounting (Fall/Spring: 3)

Prerequisite: MA 021

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included. Ethical and international issues of importance to accountants are emphasized.

The Department

MA 031 Financial Accounting—Honors (Fall: 3)

Louis S. Corsini

MA 032 Managerial Accounting—Honors (Spring: 3)

Edward Taylor

MA 301 Financial Accounting Standards and Theory I (Fall/Spring: 3)

Prerequisite: MA 021

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.

Lou Corsini

Susan Shu

MA 302 Financial Accounting Standards and Theory II (Fall/Spring: 3)

Prerequisite: MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

Ron Pawliczek

Billy Soo

MA 307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)

Prerequisite: MA 022

This course examines the strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also emphasized.

Jeffrey Cohen

Theresa Hammond

MA 309 Audit and Other Assurance Services (Fall/Spring: 3)

Prerequisite: MA 301

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.

Arnold Wright

MA 320 Accounting Information Systems (Fall/Spring: 3)

Prerequisites: MA 022, MC 021

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

Amy LaCombe

MA 351 Financial Statement Analysis (Fall/Spring: 3)

Prerequisites: MA 021 and MF 021

Covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Andrea Roberts

Billy Soo

MA 399 Directed Readings (Fall/Spring/Summer: 3)

Prerequisite: Permission of department chairperson

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.

Greg Trompeter

MA 405 Federal Taxation (Fall/Spring: 3)

Prerequisite: MA 301

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

Edward Taylor

Undergraduate and Graduate Course Offerings**MA 601 Financial Accounting Standards and Theory III (Spring: 3)**

Prerequisites: MA 302 (undergraduate), MA 813 (graduate)

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered.

Ron Pawliczek

MA 602 Theory and Contemporary Issues in Accounting (Spring: 3)

Prerequisites: MA 302 (undergraduate), MA 701 or MA 713 (graduate)

This course reexamines recognition and measurement issues, with emphasis on understanding the choices faced by accounting policy makers and why certain accounting methods gain acceptance while others do not. Alternate theories are presented in light of contemporary issues that affect the standard setting process.

The Department

MA 630 Reporting and Management Control Issues for International Business (Spring: 3)

Prerequisite: MA 022 (undergraduate) or MA 701 or MA 713 (graduate)

Provides a broad understanding of the issues facing companies engaged in international trade, as well as the role of accounting in various countries. Students will be exposed to the differences in accounting practices between countries, the development of international accounting standards, and planning and control issues for a multinational company. The impact of cultural differences on financial reporting and control systems will be considered throughout the course.

Jeff Cohen

Vincent O'Reilly

Graduate Course Offerings**MA 701 Accounting (Fall/Spring/Summer: 3)**

Course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

Ron Pawliczek

Ken Schwartz

Susan Shu

MA 713 Accounting (Fall: 2)

This course will be concerned with the use of accounting information to evaluate the financial and operating performance of business enterprises. The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

Pete Wilson

MA 726 Accounting Tools for Managers (Spring: 2)

Prerequisite: MA 713

The usefulness of accounting information in the areas of analysis, planning, and control will be studied. Cost-volume-profit relationships, budgeting, performance evaluation, and transfer pricing are included. The behavioral impact of accounting numbers and ethical issues will be examined.

Louis Corsini

MA 813 Financial Accounting Practice I (Fall: 3)

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are comprehensively explored.

The Department

MA 814 Financial Accounting Practice 2 (Spring/Summer: 3)

Prerequisite: MA 813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

Gil Manzon

MA 816 Federal Taxation (Spring: 3)

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

Ed Taylor

MA 817 Internal Cost Management and Control (Fall: 3)

This course examines the technical and strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also emphasized.

Jeff Cohen

MA 818 Accounting Information Systems (Fall: 3)

Prerequisites: MA 022 and MC 021

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business, and its financial implications with regard to accounting information systems.

Amy LaCombe

MA 819 Foundation for Accounting (Spring/Summer: 3)

This course is designed for graduate students who have no background in business or management. The objective of the course

is to introduce the student to the various management functions, financial markets, and the economy. Considerable emphasis will be given to the role of accounting information and the accounting profession in today's rapidly changing environment.

Louis Corsini

MA 824 Financial Statement Analysis (Fall/Spring/Summer: 3)

Prerequisite: MA 701 or MA 713

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Andrea Roberts

Billy Soo

MA 825 Assurance and Consulting Services (Spring/Summer: 3)

Prerequisite: MA 701 or MA 713

The primary objective of the course is to provide students with an understanding of the nature, types, and implementation issues related to assurance services. The course examines three broad areas: assurance/consulting services, external auditing, and engagements to enhance efficiency and effectiveness.

Amy LaCombe

Ed Taylor

MA 826 Taxes and Management Decisions (Spring/Summer: 3)

Prerequisite: MA 701 or MA 713

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g., tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

Gil Manzoni

MA 830 Reporting and Management Control Issues for International Business (Spring: 3)

Prerequisite: MA 701 or MA 713

Provides a broad understanding of the issues facing companies engaged in international trade as well as the role of accounting in various countries. Students will be exposed to the differences in accounting practices between countries, the development of international accounting standards, and planning and control issues for a multinational company. The impact of cultural differences on financial reporting and control systems will be considered throughout the course.

The Department

MA 852 Advanced Topics/Finance, Accounting and Controls in High-Tech Growth (Fall: 3)

Prerequisite: MA 701 or MA 713

This course will provide a better understanding of the key accounting, finance, and control issues of a high-growth company as it expands from a start-up organization to a mature corporation. Students will study the stages a company goes through as it expands, including start up, development stage, ramp up, high growth, and maturity.

George Neble

MA 856 Advanced Topics/Risk Management (Spring: 3)

Prerequisite: MA 701 or MA 713

This course uses selected readings, case analyses, and class discussions to focus on the identification, mitigation, and control of operational, financial, and compliance risk. Topics include risk iden-

tification and categorization; risk management and mitigation tools; internal controls; strategy, budgeting and planning; communications, monitoring, and reporting; and entity governance.

Vincent O'Reilly

MA 897 Directed Study in Accounting (Fall/Spring/Summer: 3)

Prerequisite: Permission of department chairperson

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

Greg Trompeter

MA 898 Directed Readings (Spring: 3)

Prerequisite: Permission of department chairperson

Gregory Trompeter

MA 899 Directed Research in Accounting (Fall: 3)

Prerequisite: Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

Greg Trompeter

Business Law

Faculty

Frank J. Parker, S.J., *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Christine O'Brien, *Professor and Chairperson of the Department*; B.A., J.D., Boston College

David P. Twomey, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts

Stephanie M. Greene, *Assistant Professor*; B.A., Princeton University; M.A., J.D., Boston College

Undergraduate Program Description

The Department of Business Law in the Wallace E. Carroll School of Management does not offer a separate major or concentration at the undergraduate level. The courses taught by the Department of Business Law are designed to give students the basics of legal procedures and the legal environment of business. Undergraduate students in the Carroll School of Management are required to take Law I: Introduction to Law. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including antitrust and employment law, securities regulation, the international trade environment, and contract law. Other elective courses are offered to students who have special interest in various fields of business law or are planning to enroll in a law school in the future. Students in the Master of Business Administration program may elect Business Law as a single concentration or as one of their concentrations. Numerous electives are offered at the graduate level.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MJ 021 Law I—Introduction to Law and Legal Process (Fall/Spring: 3)

This course is part of the required core for the CSOM students, and an elective for other students.

This course includes an examination of the substantive law of contracts, from formation requirements to remedies for breach of contract. Antitrust law, securities regulation, environmental law, and employment and labor law illustrate the regulatory role of the administrative agency on business and society. Legal aspects of international business and intellectual property rights are examined in these increasingly important areas.

The Department

MJ 022 Law II—Business Law (Fall/Spring: 3)

Prerequisite: MJ 021

Recommended for Accounting and Marketing students and for Prelaw students who are interested in a comprehensive overview of the law. Required for those taking the CPA Examination in New York and numerous other states.

The course complements the Law I—Introduction to Law course, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of personal and intellectual property; bailments; agency; various forms of business organizations including general and limited partnerships, corporations, and LLCs; bankruptcy, wills, trusts and estates, and accountants' liability are discussed.

The Department

MJ 031 Introduction to Law—Honors (Fall: 3)

This course is a more rigorous version of MJ 021 designed for students in the Honors Program.

David P. Twomey

MJ 147 Constitutional Law (Fall: 3)

This course covers, in-depth, the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.

Angela Lowell

MJ 148 International Law (Fall: 3)

The course examines the legal relationships between individuals, business enterprises, and governments in the world community. Emphasis is on the private business transaction. Course objectives include how to assess the risks of doing business internationally and what legal steps may be taken to minimize or assign risk. Topics covered include different methods of transacting international business, from exporting and importing to direct foreign investment, issues in international contracting, the documentary transaction, and licensing intellectual property.

Stephanie Greene

MJ 152 Labor and Employment Law (Fall/Spring: 3)

Considerations pertaining to organized labor in society are examined including the process of establishing collective bargaining, representation, and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. The law of arbitration, public sector collective bargaining, and employee safety and health law are studied. Topics including laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, and the developing law of employee privacy.

David P. Twomey

MJ 154 Insurance (Spring: 3)

The structure and organization of different types of insurance policies, including life, property, and casualty policies, will be examined and the fundamental legal principals of insurance law as applied to modern business requirements will be reviewed. The goal of this course is to focus students' attention on how insurance solves problems for business firms, individual consumers, and society. The per-

vasiveness of insurance in our society, as well as the role of the federal and state governments in regulating the insurance industry will be examined carefully.

Richard Powers

MJ 156 Real Estate (Fall/Spring: 3)

The course examines the sources of property law, legal nature and forms of real estate interests, inter-vivos transfers of real property rights, brokerage operations, principles of real estate, tax aspects, land development, management of real estate properties, government involvement in constitutional and public policy considerations of land use, and transfers of real estate at death (wills and intestacy).

Richard J. Monahan

Frank J. Parker, S. J.

MJ 159 Topics: Law Visual Arts and Ethics (Fall: 3)

This course is designed for the art history, studio art, and performing arts majors. We cover topics such as museum and gallery administration, art collecting, history and archeology, international law, intellectual property law (copyright and trademark), constitutional law (issues of obscenity, censorship, and politically offensive work), fakes and forgeries, auctions, photography, choreography, music and Internet law, and theater issues.

Megan Carroll Shea

Undergraduate and Graduate Course Offerings**MJ 600 Topics/Business Law: Bermuda Law and Practice (Spring: 3)**

This course in international law and business practice uses an island 600 miles from the American shoreline as a study example of the interrelationship of all sectors of Bermuda with the U.S. Bermuda is a nation currently 70 percent non-white in racial composition. The International Business, International Banking and Tourism sectors will be studied as will Caribbean integration.

Frank J. Parker, S.J.

MJ 603 Cyberlaw for Business (Spring: 3)

This course in business law examines the legal issues and challenges created by the rapid emergence of the Internet and e-commerce. The course will emphasize issues that effective managers should be familiar with regarding online transactions. Topics discussed in this dynamic area include business and government functions that have migrated to the Internet, contracting, privacy, information security, copyrights, trademarks, patents, obscenity, defamation, crime, international law, securities offerings, jurisdiction, and tax issues.

Margo E. K. Reder

MJ 631 African Business (Fall: 3)**Satisfies Cultural Diversity Core Requirement**

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

Frank J. Parker, S.J.

MJ 674 Sports Law (Fall: 3)

This course will examine the legal aspects of four major components of the American leisure time industry: entertainment, sports, tourism, and gambling. Among the subjects to be discussed are business issues in the entertainment field; protecting creative works through copyrights and trademarks; copyright defamation and privacy; principles of recording contracts; film and TV contracts; managers, agents, and producers; liability and legislation in sports; the regulation of organized sports; rights of players and own-

ers; racial and gender discrimination in sports; U.S. hotel law and legislation; U.S. tourism industry law and legislation; gambling law and legislation, lotteries, and Indian gaming.

Frank J. Parker, S.J.

Graduate Course Offerings

MJ 727 Managing the Legal Environment of Business (Spring: 2) Core Elective

The course provides students with both a broad and detailed understanding of how the legal environment affects business. Topics such as torts, contracts, the regulation of employment, securities, and intellectual property are presented through case analysis. The course also involves classroom exercises in which students participate in the dispute resolution process or moot court argument.

Stephanie Greene

MJ 807 Cyberlaw for Business (Fall: 3)

This course examines the legal issues and challenges created by the rapid emergence of the Internet and E-commerce. The course will emphasize issues that effective managers should be familiar with regarding online transactions. Topics discussed in this dynamic area include business and government functions that have migrated to the Internet, contracting, privacy, information security, copyrights, trademarks, patents, obscenity, defamation, crime, international law, securities offerings, jurisdiction, and tax issues.

Margo E. K. Reder

MJ 810 Regulation of Securities and Financial Institutions (Fall: 3)

This course will explore the implications of the efficient market hypothesis on securities regulation; the roles and responsibilities of the company and underwriters in a public offering; the securities registration process, and the continuous accounting and financial reporting requirements of publicly held companies; liability for violation of federal securities laws; the proxy solicitation process and shareholders' rights; the roles and responsibilities of directors and officers; the regulation of mutual funds, investment advisers, broker dealers, commercial banks, and their merger and acquisition activities.

Jon Schneider

MJ 856 Real Estate Principles (Fall/Spring: 3)

An examination of current theory and practice in modern day real estate. Topics include interests in land, title transfer, real estate finance, commercial construction, residential mortgages, federal housing, the Big Dig, etc. Provides the business manager with the necessary background to make informal judgments and seek proper assistance in all business decisions related to property.

Frank J. Parker, S.J.

Computer Science

Faculty

Peter G. Clote, *Professor*; B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; These d'Etat, University of Paris

James Gips, *Professor, John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Howard Straubing, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

Peter Kugel, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

Robert Muller, *Associate Professor and Chairperson of the Department*; A.B., M.S., Indiana University; Ph.D., Boston University

C. Peter Olivieri, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Edward Sciore, *Associate Professor*; B.S., Yale University; M.S.E., Ph.D., Princeton University

Robert P. Signorile, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

Sergio Alvarez, *Assistant Professor*; B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland

Elizabeth Borowsky, *Assistant Professor*; B.A., Williams College; M.S., Ph.D., University of California, Los Angeles

Ambitabha Roy, *Assistant Professor*; B.Tech, Indian Institute of Technology; M.S., Ph.D., University of Oregon

William G. Ames, *Lecturer*; M.S., University of Michigan

Brian Bernier, *Visiting Lecturer*; B.A., Notre Dame; M.B.A., Boston College

William Griffith, *Lecturer*; Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

Katherine Lowrie, *Lecturer*; B.S., M.S., Ph.D., Purdue University

John Spang, *Lecturer and Executive Director of Information Technology*; B.A., St. John's Seminary College; M.B.A., Suffolk University; M.S.C.S., Boston College

Departmental Notes

- Department Secretary: Jane Costello, 617-552-3975, jane.costello@bc.edu
- World Wide Web: <http://www.cs.bc.edu>

Program Description

The Computer Science Department offers two concentration programs for students in the Carroll School of Management, Information Systems and Computer Science. The requirements for these programs are described below.

Students in the Carroll School of Management are also able to fulfill either a major or a minor in Computer Science through the College of Arts and Sciences. For information on these programs, refer to Computer Science in the Arts and Sciences section of this catalog. The College of Arts and Sciences also offers a minor in Cognitive Science, which involves some course work in computer science; information about this program can be found under Minors in the Arts and Sciences section.

The Information Systems Concentration

The CSOM Information Systems (IS) concentration is intended for students who are interested in computer systems in a business setting. The courses emphasize the practical problems of developing and maintaining computer systems that meet an organization's needs and furthers its objectives. The Information Systems concentration is appropriate as a primary concentration for CSOM students or as a second concentration for students whose primary concentration is in another CSOM field such as accounting, finance, or marketing. The IS concentration consists of four courses beyond MC 021, including three required courses and an elective:

- MC 201 Introduction to Programming for Management or MC 140 Computer Science I or MC 101 Computer Science I. Students in the class of 2006 or above are required to take MC 201. Students in classes prior to 2006 who have not yet taken MC 140 or MC 101 are advised to take MC 201.
- MC 252 Systems Analysis
- MC 254 Business Systems
- Any other Computer Science course numbered 100 and above or MD 240, MD 253, or MA 320

The Computer Science Concentration

The Computer Science (CS) concentration emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions as well as positions in information technology management. Students interest-

ed in pursuing graduate study in computer science should consider the Computer Science major program offered in the College of Arts and Sciences.

The CS concentration consists of five courses beyond MC 021, including three required courses and two electives:

- Computer Science I (MC 101 or MC 140 but not both)
- Computer Science II (MC 102 or MC 141 but not both)
- MC 103 Systems Programming in C or MC 160 Computer Organization and Assembly Language
- One elective course chosen from the range MC 300-399
- One elective course chosen from the range MC 202-699

Course Credit Information

All Computer Science courses are prefixed by the letters MC. However, because the department serves both the Carroll School of Management and the College of Arts and Sciences, some courses are primarily management-oriented and are considered to be CSOM courses, whereas others are considered to be Arts and Sciences courses. However, all MC courses taken by students in CSOM are CSOM-credit courses and all MC courses taken by students in Arts and Sciences are A&S-credit courses.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MC 021 Computers in Management (Fall/Spring: 3)

Credit will not be given for both MC 021 and MC 074.

The purpose of this course is to teach students how to use computers effectively in their work, whether it is in management or in other areas. Students learn to use spreadsheet, database, and Internet-browsing applications. They also learn how computers work, how they are used in organizations, and about the social and philosophical implications of such use. The course is currently taught using Microsoft Office on Windows-based machines.

The Department

MC 031 Computers in Management—Honors (Fall: 3)

This course is a more rigorous version of MC 021 designed for Honors students.

James Gips

MC 074 Introductory Topics in Computer Science (Fall/Spring: 3)

Credit will not be given for both MC 021 and MC 074.

This is a gentle survey of computer science intended for those students who know little to nothing about computing. Topics are chosen from the following: common computer applications, an introduction to programming, the World Wide Web, and a look at some state-of-the-art trends in computer science. This is a hands-on course with weekly exercises on a computer.

Peter Kugel

Robert Signorile

Howard Straubing

MC 101 Computer Science I (Fall/Spring: 3)

Prerequisite: No formal prerequisite, but some experience with computers is helpful.

This course cannot be taken for credit for anyone who has taken MC 140 or MC 141.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the Java programming language. Good program design methodology will be stressed throughout. There also will be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

The Department

MC 102 Computer Science II (Fall/Spring: 3)

Prerequisite: MC 101

This course cannot be taken for credit for anyone who has taken MC 140 or MC 141.

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.) both their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures. Java is the language students will use for programming.

The Department

MC 103 Systems Programming in C (Fall/Spring: 3)

Prerequisite: MC 102

Credit for this course and MC 141 will not be granted.

This course will focus on the design, testing, and implementation of computer programs using the computer language C and the UNIX operating system.

The Department

MC 130 Introduction to Scientific Computation (Fall: 3)

Required for students minoring in Scientific Computation.

An introductory course in computer programming for students interested in numerical and scientific computation. Students will learn the C programming language in a UNIX or GNU/Linux environment. Emphasis will be placed on problems drawn from the sciences and will include the implementation of basic numerical algorithms such as solutions of nonlinear equations, numerical integration, solving systems of linear equations, error optimization, and data visualization.

The Department

MC 160 Computer Organization and Assembly Language (Fall/Spring: 3)

Prerequisite: MC 102 (or MC 141)

This course is a study of the internal organization of computers and the processing of machine instructions. Topics include the organization of the central processing unit and memory; computer representation of numbers; the instruction execution cycle; traps and interrupts; the low-level implementation of arithmetic operations; complex data structures and subroutine linkage; and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

The Department

MC 199 Internship (Fall:1)

Robert Muller

MC 201 Introduction to Programming for Management (Fall/Spring: 3)

Prerequisite: MC 021

Required for students in the Carroll School of Management who are concentrating in Information Systems.

An introductory programming course for students interested in management applications. Using the Visual Basic programming language, students will learn to develop stand-alone applications as well as software that works with Excel and in Web pages.

James Gips

Edward Sciore

MC 248 Discrete Mathematics (Fall/Spring: 3)*Prerequisite:* One year of college mathematics

This course, intended for Computer Science majors, introduces the student to the fundamental notions of discrete mathematics, with an emphasis on graph theory and applications. Topics include the basic notions of set theory and logic, graphs, equivalence relations and partial orderings, basic counting techniques, finite probability, propositional logic, induction, graphs and trees, paths, circuits and cycles, recursion and recurrence relations, and boolean algebra.

*The Department***MC 252 Systems Analysis (Fall/Spring: 3)***Prerequisite:* MC 101, MC 140, or MC 201

The course deals with the systems analysis phase of computer system development in which systems analysts serve as intermediaries between users, managers, and implementors, helping each to understand the needs and problems of others. The student will learn about the major methods and tools used in the systems development process.

*Peter Olivieri***MC 254 Business Systems (Fall/Spring: 3)***Prerequisites:* MC 021, MC 201

This course covers advanced topics in the design and use of spreadsheets and databases. Topics include macros, Visual Basic, generating summary reports, user interface controls, multi-table databases, SQL, and client-server computing. The goal of the course is to turn users into power users; people who have the knowledge and skills to use the computer to their advantage in any business situation.

*Edward Sciore***MC 290 Multimedia Programming (Spring: 3)***Prerequisite:* MC 101 (or MC 140)

This course focuses on the design and implementation of a significant multimedia project, using Macromedia Director, mTropolis, or similar software packages. Students will be exposed to the interactive interface design process, the integration of a wide variety of digital media, and the systems design process.

*Peter Olivieri***MC 359 Artificial Intelligence (Spring: 3)***Prerequisite:* MC 101 (or MC 140)

This course is an introduction to the basic ideas and techniques used in Artificial Intelligence. Topics include game playing (like chess or checkers), problem solving, natural language understanding, and vision.

*Peter Kugel***MC 362 Operating Systems (Fall: 3)***Prerequisites:* MC 102 (or MC 141), MC 103

The operating system manages a computer system's resources, assigns hardware to specific tasks, manages concurrent operations, protects the user's data and programs, and facilitates the sharing of a single computer by many users and the networking of many computers. This course deals with the main ideas used in the design and construction of such systems.

*Robert Signorile***MC 363 Computer Networks (Spring: 3)***Prerequisite:* MC 102 (or MC 141)

This course studies problems encountered in designing data communication networks and techniques for solving them. Topics include computer communication network structure, resource sharing, computer traffic characteristics, network delay and analysis, network design methodologies, routing and flow control, network measurements, capacity assignments, and network simulation. Coursework involves a significant amount of C programming.

*Robert Signorile***MC 365 Software Engineering (Spring: 3)***Prerequisite:* MC 102 (or MC 141)

This course covers industrial system development using object-oriented techniques. You will learn how to use object-orientation throughout the software life cycle to design, implement, test and evolve Java applications.

*Edward Sciore***MC 366 Principles of Programming Languages (Spring: 3)***Prerequisites:* MC 102 or 141, MC 248, MC 160**Strong programming skills are required.**

Starting with a simple language of expressions, the course develops a sequence of progressively more expressive programming languages keeping in mind the conflicting constraints between the expressiveness of the language and the requirement that it be reliably and efficiently implemented. The course focuses on these essential concepts and the run-time behavior of programs. Type systems play an essential role. By understanding the concepts the student will be able to evaluate the advantages and disadvantages of a language for a given application.

*Robert Muller***MC 371 Compilers (Fall: 3)***Prerequisite:* MC 366

Compilers are programs that implement high level programming languages by translating programs in such languages into machine code or some other easy to process representation. This course deals with the principles and techniques used in the design of compilers. Topics include static analysis, translation, memory management, and code optimization.

*Robert Muller***MC 372 Computer Architecture (Fall: 3)***Prerequisite:* MC 160

In this course we investigate how computer hardware works and what considerations go into the design of a computer. Topics considered include instruction set design (RISC versus CISC), digital technology, data path design, micro programming and control, computer arithmetic, memory structures, and input/output.

*Robert Signorile***MC 375 Special Topics (Spring: 3)***Sergio Alvarez***MC 383 Algorithms (Fall: 3)***Prerequisites:* (MC 102 or MC 141) and (MT 445 or MT 245)

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

*The Department***MC 385 Theory of Computation (Spring: 3)***Prerequisites:* (MC 102 or MC 141) and (MT 445 or MT 245)

This course is an introduction to the theoretical foundations of computing through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, turing machines, undecidable problems, and computational complexity.

*Peter Clote***MC 397 Honors Thesis (Fall/Spring: 3)**

Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent study project for students who want departmental honors.

The Department

MC 399 Readings in Computer Science (Fall/Spring: 3)

Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent reading and research for students who wish to study topics not covered in the regular curriculum.

The Department

Undergraduate and Graduate Course Offerings**MC 606 Simulation and Modeling (Spring: 3)**

Prerequisites: MC 021 and MC 101 or MC 140 or permission of instructor

Computer simulation is the discipline of designing a model of an actual or theoretical system, executing the model on a computer, and analyzing the results. This course explores the methods for systems model design and execution for computer simulation.

Robert Signorile

MC 611 Digital Systems Lab (Spring: 3)

Prerequisite: MC 160 or a course in physics

A laboratory-based study of computer hardware in which the students design and build simple digital circuits. Topics include combinational and sequential circuits, input/output circuits, microprocessor interfacing, and system design.

William Ames

MC 615 Computational Biology (Spring: 3)

Prerequisites: Programming in C/C++ or Java, some probability theory, some background in biology.

Cross listed with BI 507

Introduction to computational molecular biology with focus on the development and implementation of efficient algorithms for problems generally related to genomics. Sample topics include sequence homology and alignment, phylogenetic tree construction methods (All About Eve), hidden Markov models and their applications (e.g., multiple sequence alignment, recognition of genes and promotor sequences), RNA secondary structure prediction, protein structure determination on lattice models, and the determination of DNA strand separation sites in duplication and replication events. The course will present all necessary concepts from molecular biology and probability theory, but requires good algorithm development and programming skills.

Peter Clote

MC 633 Computer Graphics (Fall: 3)

Prerequisite: MC102 or MC697

An introduction to the algorithms and techniques involved in representing and animating 2-dimensional and 3-dimensional objects on a computer screen. The course will involve significant programming in Java.

William Ames

MC 670 Technology and Culture (Fall: 3)

Cross listed with PL 670/SC 670

See course description in the Sociology Department.

William Griffith

MC 697 Object-Oriented Programming (Fall: 3)

Prerequisite: MC 141

Students will learn the ideas behind object-oriented languages and the corresponding programming techniques. Topics include design patterns, database access through Java, and server-side programming.

The Department

Graduate Course Offerings**MC 812 Information Systems Development (Fall/Spring: 3)**

Cross listed with MD 812

This course prepares students to work with or become an information systems analyst, either internal to a corporation or as a consultant, and to manage systems development projects. The course covers concepts of methodologies and techniques used for systems analysis and design and technologies used during the development of information systems. The course will take an applied approach. Students will follow the process of systems development from inception of a project through the specification of what the system is to do (i.e., functional specifications or system requirements), through design and implementation.

John Spang

MC 854 Database Systems (Fall: 3)

An introduction to relational database systems. Topics include relational database principles, the SQL query language, application development using forms, database design, and implementation issues. There will be extensive use of an actual database package such as Microsoft Access or Oracle.

John Spang

MC 896 Directed Readings in Information Systems (Fall/Spring: 3)

The Department

MC 897 Directed Readings (Fall/Spring: 3)

Arrangement with a faculty supervisor and the permission of the department are required for registration.

Independent reading and research for students who wish to study topics not covered in the regular curriculum.

The Department

MC 899 Directed Research in Computer Science/II (Fall/Spring: 3)

The Department

Economics***Undergraduate Program Description***

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, EC 131-132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory EC 201-202 give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, economic history, capital theory and finance, labor economics, income distribution, econometrics, industrial organization, consumer economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including Principles of Economics (EC 131-132), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), Economic Statistics (EC 151 or 155), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists.

Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

Finance

Faculty

Francis B. Campanella, *Professor*; B.S., Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

Wayne Ferson, *Professor and John L. Collins, S.J. Chair in Finance*; B.S., M.A., M.B.A., Southern Methodist; Ph.D., Stanford University

Clifford G. Holderness, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

Edward J. Kane, *Professor and James F. Cleary Chair in Finance*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alicia Munnell, *Professor and Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

Alan Marcus, *Professor and Chairperson*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Helen Frame Peters, *Professor*; B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School

Robert A. Taggart, Jr., *Professor and Associate Dean*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor and Executive Director—Finance Advisory Board*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

George A. Aragon, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

Elizabeth Strock Bagnani, *Visiting Associate Professor*; B.B.A., College of William & Mary; Ph.D., University of Massachusetts at Amherst

Perluigi Balduzzi, *Associate Professor*; B.A., Università L. Bocconi; Ph.D., University of California

Thomas Chemmanur, *Associate Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University

Edith Hotchkiss, *Associate Professor*; B.A., Dartmouth College; Ph.D., New York University

Jeffrey Pontiff, *Associate Professor*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

Philip Strahan, *Associate Professor*; B.A., Amherst College; Ph.D., University of Chicago

Evan Gatev, *Assistant Professor*; B.A., Belmont Abbey College; M.S., M.A., Ph.D., Yale University

Eric Jacquier, *Assistant Professor*; Ingenieur Supélec Ecole Supérieure d'Electricité, Paris; M.B.A., University of California Los Angeles; Ph.D., University of Chicago

Pegaret Pichler, *Assistant Professor*; B.S., Cornell University; M.S., Ph.D., Stanford University

Jun Qian, *Assistant Professor*; B.S., University of Iowa; Ph.D., University of Pennsylvania

Michael Barry, *Adjunct Assistant Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College

Elliott Smith, C.P.A., *Senior Lecturer*; B.B.A., University of Massachusetts at Amherst; M.S., Boston College

Departmental Notes

- Department Secretaries: Sandra Howe, 617-552-2005, sandra.howe.2@bc.edu
Alisa Maffei, 617-552-4647, alisa.maffei@bc.edu
- World Wide Web:
http://www.bc.edu/bc_org/avp/csom/Finance/default.html

Undergraduate Program Description

The goal of finance is the efficient management of funds by an economic entity, a process that includes the acquisition of funds, long- and short-term investment decisions, and cash distribution. Financial management applies to all economic entities—households, private firms, not-for-profit organizations, and government agencies. Financial managers must understand and apply decision-making tools and techniques to the financial problems facing the organization. They must also be aware of the economic, social, and political constraints on the organization.

The Finance curriculum in the Carroll School of Management is designed to help students function competently and professionally in the field of financial management. Our courses cover the major areas of finance: corporate finance, investment management, and capital markets and financial institutions. Courses in corporate finance, commercial bank management, investments, portfolio management, hedge funds, tax effects/managerial decisions, venture capital, and small business finance teach the decision-making process from the perspective of several economic entities, while courses in commercial bank management, financial institutions, financial instruments, and money and capital markets describe the financial environment in which financial managers operate. The concentration in Finance requires a mixture of these two types of courses. In all courses, however, students are expected to develop and apply the analytical skills necessary to identify problems, propose and evaluate solutions, and ultimately, make management decisions.

Many post-graduation opportunities are available to finance students. While some choose full-time volunteer service or graduate school, the large majority find full-time employment after graduation, primarily in the areas of investment services, corporate finance, banking, and consulting.

The career opportunities in finance range from line management to advisory staff positions, and encompass a variety of business concerns, both domestically and internationally.

Financial Institutions: These include commercial banks, thrift institutions, and a wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks, hedge funds, and mutual funds.

Manufacturing Firms: These include both privately-held and publicly-owned firms whose primary function is manufacturing saleable goods.

Service Firms: These include firms directly related to the finance function itself such as public accounting and financial consulting firms, as well as general service firms for which finance is a necessary function of their operations.

Entrepreneurial Enterprises: These include real estate, small manufacturing, and service firms launched by individuals or small groups.

Not-for-Profit or Government Firms and Agencies: These are entities providing services in such areas as health care, education, social services, and the arts.

The Finance Department encourages students to talk to people who are active in their areas of interest in order to understand better the unique challenges and opportunities offered by the various financial functions. The Department facilitates this exchange between students and industry professionals through the alumni advisement system which serves as a supplement to regular faculty advisement.

Concentration in Finance

In order to fulfill basic Finance concentration requirements, the undergraduate finance concentrator must successfully complete

a minimum of five finance courses. Of these five courses, four are prescribed and common to all concentrators, and one course allows the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses.

Prescribed Courses:

- MF 021 Basic Finance
 - MF 127 Corporate Finance (*Prerequisite:* MF 021)
 - MF 151 Investments (*Prerequisite:* MF 021)
 - MF 225 Financial Policy (*Prerequisite:* MF 127)
 - Student-selected departmental elective.
- Students may select one of the following courses:
- MF 132 Money and Capital Markets (*Prerequisite:* MF 021)
 - MF 157 Management of Financial Institutions (*Prerequisite:* MF 021)
 - MF 158 Commercial Bank Management (*Prerequisite:* MF 021)
 - MF 205 Small Business Finance (*Prerequisites:* MF 021, MF 127)
 - MF 207 Real Estate Finance (*Prerequisite:* MF 021)
 - MF 230 International Finance (*Prerequisite:* MF 021)
 - MF 235 Investment Banking (*Prerequisite:* MF 021)
 - MF 299 Individual Directed Study (*Prerequisites:* MF 021, senior status, and permission of faculty member and department chairperson)
 - MA 351 Financial Statement Analysis (Offered by the Accounting Department to students of senior status only)
 - MF 364 Monetary and Fiscal Policy (*Prerequisite:* MF 021)

For scheduling purposes, these requirements and their associated prerequisites require that the following courses be taken in sequential order:

- MF 021 Basic Finance
- MF 127 Corporate Finance
- MF 151 Investments
- MF 225 Financial Policy

The remaining requirement and any additional electives may be taken at any time after the successful completion of MF 021 Basic Finance (as long as any other special prerequisites have also been completed).

Information for Study Abroad

The Department recommends that Basic Finance (MF 021) be taken at Boston College in the spring semester of sophomore year, which requires that the student will have taken Financial Accounting (MA 021), as well. The Finance Department encourages taking no more than one finance course abroad unless special circumstances exist. Required University Core must be taken prior to going abroad. The Finance Department relies on the Center for International Programs and Partnerships to guide the student in this regard.

While the Finance Department encourages electives to be taken abroad, under special circumstances, major requirements may be taken as well. Programs such as the one offered at the London School of Economics, Trinity College Dublin, Melbourne University, etc., offer excellent opportunities that qualify as the required Finance concentration electives. The Finance Department also recommends that students study abroad during their junior year, or first semester, senior year, in order to complete the final required capstone finance course (MF 225) in CSOM.

Students should meet with Elliott P. Smith, Fulton 437, 617-552-3969, before going abroad. When students wish to have a course considered they should bring a copy of the syllabus for

approval. The initial consideration for a course can be handled with a description from the course catalog, but final approval requires a full, detailed copy of the syllabus.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MF 021 Basic Finance (Fall/Spring: 3)

Prerequisite: MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis, and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system.

The Department

MF 031 Basic Finance—Honors (Fall: 3)

Prerequisite: MA 021

This course is a more rigorous version designed for honor students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.

The Department

MF 100 Personal Financial Planning (Spring: 0)

This course is offered strictly for personal enrichment.

Open to CSOM entering freshmen on a first-come, first-served basis.

The class will cover the following topics: balancing a checkbook, personal financial statements and budgeting, the time value of money, credit cards, consumer credit, personal and family insurance, taxes, fundamentals of investing, retirement planning, home buying, and car buying.

The Department

MF 127 Corporate Finance (Fall/Spring: 3)

Prerequisite: MF 021

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing, and long term finance.

The Department

MF 132 Money and Capital Markets (Fall: 3)

Prerequisite: MF 021

This course is designed to teach students about the nature, role, and function of financial markets and other institutions within the context of funds flow. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they affect the performance of financial markets.

The Department

MF 151 Investments (Fall/Spring: 3)

Prerequisite: MF 021

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

The Department

MF 207 Real Estate Finance (Fall/Spring: 3)*Prerequisite:* MF 021

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

*The Department***MF 212 Venture Capital and Investment Banking (Fall/Spring: 3)**

This course covers the financing cycle common to growing companies. Aspects of VC and IBanking covered include investment criteria and analysis, corporate management, IPOs, building the book, and other services offered.

*The Department***MF 225 Financial Policy (Fall/Spring: 3)***Prerequisite:* MF 127

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; and (5) show the relationship between finance and other management functions.

*The Department***MF 230 International Finance (Fall/Spring: 3)***Prerequisite:* MF 021

This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation. Topics including the source and use of funds, capital management, and capital budgeting are discussed in light of such multinational complexities as foreign exchange risk, multiple legal and political jurisdictions, and differential government. The environments of trade are also studied.

*The Department***MF 250 Fixed Income Analysis (Fall: 3)**

The course will cover fixed income mathematics including the concepts of duration and convexity; the bond market and its various instruments including U.S. treasuries, corporate bonds, mortgage backed securities, and emerging market bonds; and risk management tools used in the bond market such as futures and options, interest rate swaps and credit default swaps. The course will also cover bond portfolio management techniques which encompass factors such as economic and interest rate forecasting, yield curve anticipation, and security selection.

MF 299 Individual Directed Study (Fall/Spring: 3)

Permission of the faculty member and the department chairperson must be given to a student of senior status in the Carroll School of Management.

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to students who have demonstrated (1) an extremely strong interest in some particular area of finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester.

*The Department***MF 364 Monetary and Fiscal Policy (Fall: 3)***Prerequisite:* MF 021

This course will examine both the theoretical and practical aspects of monetary and fiscal policy. On the monetary side, it will look at the mechanisms through which monetary policy impacts the real economy and the price level. The fiscal side will explore the theoretical arguments about the effectiveness of fiscal policy and the practical developments that have precluded fiscal policy initiatives in recent years.

*The Department****Undergraduate and Graduate Course Offerings*****MF 614 Management of Mutual Funds (Spring/Summer: 3)***Prerequisite:* MF 021

This course will focus on the management of the mutual fund as a business. Topics considered may include the regulation of funds, portfolio management for funds, marketing issues, brokerage transactions, servicing fund shareholders, and the role of retirement plans in the mutual fund business.

*The Department***MF 617 Hedge Funds (Fall: 3)***Prerequisites:* MF 021 or MF 704 (MF 127 or MF 801 is recommended)

The objective of this course is to broaden the student's understanding of hedge funds and the markets in which they operate. The course provides an outline for understanding the structure and operation of the different styles and strategies of hedge funds. Throughout the course, current issues and academic literature related to hedge funds are discussed, as is the key role played by the rapid growth of cash inflows in shaping the industry.

MF 627 Tax Effect/Managerial Decisions (Fall: 3)*Prerequisite:* MF 021 or MF 704 (MF 127 and MF 801 is recommended)

The course discusses the tax implications of managerial decisions in the areas of organization, marketing, production, and finance. The federal income tax receives primary consideration, but state and foreign taxes are also discussed.

Graduate Course Offerings**MF 704 Financial Management (Fall/Spring/Summer: 3)***Prerequisite:* Introduction to Accounting

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure, and working capital management. Also discussed are financial statistical analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

*The Department***MF 722 Financial Management (Spring: 3)***Prerequisite:* MA 713

The course will deal with an organization's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk assessment, capital budgeting, financial decisions, and working capital management. Investors' valuation of securities is linked to both the net present value rule for corporate decisions and possible sources of value creation.

*The Department***MF 727 Special Topics, M.B.A. Core (Spring: 3)**

The contents of this course will vary semester to semester depending on the interests and expertise of the instructor. Developed by the Center for Investment Research and Manage-

ment (CIRM), this applied-learning curriculum is offered as a three-course sequence, with student investment advisory teams competing for the opportunity to manage live money. CIRM-Phase I (MF 727) Teams develop practical knowledge of the money management business, including regulatory compliance, sales and marketing, client servicing techniques, investment research, custody platforms, trading and settlement procedures.

Clifford Holderness

The Department

MF 801 Investments (Fall/Spring: 3)

Prerequisite: MF 704 or MF 722

This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

The Department

MF 802 Venture Capital (Fall/Spring: 3)

Prerequisite: MF 704 or MF 722 (MF 801 and MK 705 or MK 721 also strongly recommended)

The course will help students understand the steps necessary to create a fund, to attract and to analyze venture capital investments, to create value within the portfolio companies, and to coordinate exit strategy. This course will help those interested in small business to better understand this popular source of capital, and help those interested in a career in an entrepreneurial company or in venture capital to better understand the venture business.

The Department

MF 803 Portfolio Theory (Fall/Spring/Summer: 3)

Prerequisites: MF 801 and MF 852

This course has three broad objectives: (1) to examine relevant theories and empirical evidence pertaining to the construction, management, and evaluation of securities portfolios, (2) to provide exposure to the practical aspects of portfolio management, and (3) to help the student apply course concepts in a research project.

The Department

MF 807 Corporate Finance (Fall/Spring/Summer: 3)

Prerequisite: MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

The Department

MF 808 Financial Policy (Fall/Spring/Summer: 3)

Prerequisites: MF 801 and MF 807

M.S. in Finance students must complete at least six courses prior to MF 808.

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

The Department

MF 811 Advanced Topics: Investment Management (Fall: 3)

Developed by the Center for Investment Research and Management (CIRM), this applied-learning curriculum is offered as a three-course sequence, with student investment advisory teams competing for the opportunity to manage live money. CIRM Phase II (MF 811) students develop proposals aimed at earning the oppor-

tunity to manage real portfolios. Course work includes portfolio strategy design, back-testing and performance analysis, implementation strategies, and financial accounting software.

Charles E. Babin

MF 815 E-Banking (Spring: 3)

Prerequisite: MF 801

This course focuses on the use (and misuse) of technology as a business resource in all areas of E-Banking. It looks at the trends in consumer, private banking, small business, and corporate on-line banking products and services offered by U.S. and non-U.S. banks. The strategies and tactics behind the online banking marketplace are reviewed, emphasizing the security, privacy, and human aspects of the business in terms of the role technology plays. E-Banking from the consumer, corporate treasurer, and bank perspectives is also studied.

The Department

MF 820 Management of Financial Institutions (Fall/Spring/Summer: 3)

Prerequisite: MF 704 or MF 722

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

The Department

MF 825 Ph.D. Seminar: Game Theory in Finance (Spring: 3)

Prerequisites: A basic understanding of information theory and game theory, such as is taught in EC 741.

This course will intersect with a number of areas of finance, in particular corporate finance, financial intermediation, and market microstructure. The primary objective of the course is to learn how to develop, solve, and interpret theoretical models of strategic behavior in financial markets.

The Department

MF 831 International Financial Management (Fall/Spring/Summer: 3)

Prerequisite: MF 704 or MF 722

This course introduces students to the financial management problems of a firm operating in an international environment. It explores the impact of foreign exchange risk on the management of a firm's funds, including hedging strategies, managing funds flow, and the positioning of assets on a global basis. Studies the complexities of a multinational environment with emphasis on money and capital market opportunities not normally available to a domestic firm.

The Department

MF 835 Real Estate Investment Analysis (Spring: 3)

This course is a formal presentation of the concepts fundamental to the business of the real estate enterprise. Consideration will be given to the three time sectors of the investment process: origination, operation, and termination. Careful attention will be paid to the interplay and interdependency between the four main determinates affecting the outcome of the investment success or failure.

The Department

MF 852 Financial Econometrics (Fall/Spring/Summer: 3)

Prerequisite: Introductory Calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple lin-

ear regression, residual analysis, multivariate regression, and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

The Department

MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)

Prerequisite: MF 801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. It is an introduction to derivative assets, financial engineering, and risk management and covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging, and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered.

The Department

MF 863 Ph.D. Seminar: Asset Pricing (Fall: 3)

This course is for second year Ph.D. students of Finance.

This course focuses on the development of skills that will help students become conversant enough with basic theory and the current literature on asset pricing that would permit them to read critically and analyze papers in this area; develop enough expertise in selected empirical methods in finance that they will be able to use these techniques in their research; and to find potential thesis topics.

The Department

MF 866 Ph.D. Seminar: Financial Econometrics (Spring: 3)

This course is a quantitative finance elective, designed for Finance majors interested in quantitative portfolio management.

This course investigates the theoretical principals of asset valuation in competitive financial markets and especially portfolio theory. Some of the topics include statistical analysis of risk and return, optimal decision under risk, portfolio theory, implementation, forecasting returns, variance; data mining, equilibrium determination of expected returns (CAPM), the efficiency of financial markets, no-arbitrage based pricing, APT and factor models, portfolio performance evaluation; and volatility in financial markets.

The Department

MF 869 Fundamental Analysis (Fall: 3)

Prerequisite: MF 852

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis, and the art of the management interview.

The Department

MF 880 Fixed Income Analysis (Fall/Spring: 3)

Prerequisite: MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

The Department

MF 881 Corporate Finance Theory (Fall/Spring: 3)

Prerequisite: MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm, includes a discussion of the effects of taxes, bankruptcy costs and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.

The Department

MF 890 Ph.D. Seminar: Advanced Topics in Capital Markets (Fall: 3)

This course focuses on continuous time models in capital market theory. Topics covered include capital market equilibrium, option pricing, and the term structure of interest rates. The mathematics necessary to analyze these problems are also presented, including stochastic (Ito) calculus, stochastic differential equations and optimal control.

The Department

MF 891 Ph.D. Seminar: Advanced Topics in Corporate Finance (Spring: 3)

The primary purpose of this course is to expose doctoral students to recent developments in the theory of corporate finance. The course will focus on theory and evidence in corporate finance. Possible topics include new theoretical frameworks, signaling theory, the economics of information, agency theory, new issues of securities, recapitalizations, stock repurchases and the market for corporate control.

The Department

MF 892 Ph.D. Seminar: Teaching Workshop (Spring: 3)

The Department

MF 895 Ph.D. Seminar: Advanced Topics In Corporate Finance (Spring: 3)

Prerequisites: MF 891: Ph.D seminar in Corporate Finance (or have equivalent knowledge) and an introductory doctoral-level course in game theory (or have equivalent knowledge).

The objective of this course is to introduce Ph.D students to advanced topics in corporate finance and financial intermediation, which are of interest for their dissertation research. The course will therefore cover current research issues and tools in corporate finance and intermediation. The course will be based primarily on research papers from three specific areas: theoretical and empirical corporate finance, theoretical and empirical financial intermediation, and advanced game theory. Students will be expected to have already taken.

Thomas Chemmanur

MF 897-898 Directed Readings (Fall/Spring/Summer: 3)

By arrangement.

The Department

MF 899 Directed Study (Fall/Spring/Summer: 3)

Prerequisites: Upper-level M.S. in Finance status, and consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

The Department

MF 999 Doctoral Continuation (Fall/Spring: 0)

The Department

General Management

Undergraduate Program Description

The General Management concentration provides an avenue for the pursuit of cross-disciplinary studies of management, in the context of an integrated and rigorous curriculum.

Students choose to concentrate in this area for many reasons, but it is especially attractive to those students who desire to pursue a cross-disciplinary approach to management or who are preparing for the management of a family business.

The Undergraduate Associate Dean coordinates the General Management concentration.

Concentration in General Management

Choose two areas and meet the criteria specified by the departments. Usually, this involves one required course and a choice of an elective.

Please note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select areas different from their other CSOM concentration as they pursue General Management.

Accounting

Required Courses:

- MA 301 Financial Accounting Standards and Theory I
- Electives:* Choose one from the following:
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis
- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis

Computer Science

Required Course:

- MC 201 Introduction to Programming for Management
- Electives:*
- MC 252 Systems Analysis
- MC 254 Business Systems

Finance

Required Courses:

- MF 127 Financial Analysis and Management
- MF 151 Investments
- Electives:*
- None

Marketing

Required Course:

- MK 253 Basic Marketing Research or MK 256 Applied Marketing Management
- Electives:*
- MK 152 Consumer Behavior
- MK 154 Communication and Promotion
- MK 155 Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Direct Marketing
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 253 Basic Marketing Research
- MK 256 Applied Marketing Management

Organization Studies/Human Resources Management

Required Course:

- MB 110 Human Resources Management
- Electives:*
- MB 111 Ethics Management and Employee Law
- MB 116 Industrial Relations
- MB 119 Interpersonal Communication in Organization
- MB 120 Employment Policy
- MB 123 Management of Conflict and Power
- MB 127 Leadership
- MB 135 Career and Human Resources Planning
- MB 313 Personnel and Organizational Research
- MB 364 Collective Bargaining
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology

Operations and Technology Management

Required Courses:

- MD 240 Management Information Systems
- MD 375 Operations and Competition
- Electives:*
- None

Students considering these options should discuss particular course selections with appropriate department faculty.

Management Honors Program

Undergraduate Program Description

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and have a desire to develop abilities by being involved in the functions associated with the program. Throughout the program, a participant is expected to remain on the Dean's List and actively participate in planning and executing program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more details regarding requirements and activities will be mailed on request.

Students in the Honors Program must take MH 126 Business and Professional Speaking, MD 384 Applied Statistics, and MH 199 Senior Honors Thesis. These three courses are in addition to the 39 courses required for the degree.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MH 011 Introduction to Ethics (Fall/Spring: 1)

This is a one-credit sixth course taken during one semester of the freshman year taught by professors in CSOM.

Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas.

The Department

MH 100 Languages and Practices of Business (Spring: 0)

Richard Keeley

MH 126 Business and Professional Speaking (Fall/Spring: 3)

This course is restricted to students in the CSOM Honors Program.

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, and learning ways to analyze and evaluate the oral presentations of others.

The Department

MH 150 CSOM Practicum (Fall/Spring: 1)

The Department

MH 199 Senior Honors Thesis (Fall/Spring: 3)

Prerequisites: The Senior Honors Thesis is a requirement of all School of Management Honors Program seniors, or by permission of the dean and director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor, and the Director of the Honors

Program. The most important criteria of this work are that it be of high academic excellence and that it be of importance and interest to the student.

The Department

Marketing

Faculty

Arch Woodside, *Professor*; B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

Victoria L. Crittenden, *Associate Professor and Chairperson of the Department*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

Katherine N. Lemon, *Associate Professor*; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

Gerald E. Smith, *Associate Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

Elizabeth Wilson, *Associate Professor*; B.S., M.S., University of South Carolina; Ph.D., Pennsylvania State University

Richard Hanna, *Assistant Professor*; B.S., B.A., M.S., Boston University; D.B.A. (cand.), Boston University

John E. Hogan, *Assistant Professor*; B.S., Auburn University; M.B.A., Indiana University; Ph.D., University of North Carolina, Chapel Hill

Jeffrey Lewin, *Assistant Professor*; B.B.A., Florida State University; M.B.A., Florida Atlantic University; Ph.D., Georgia State University

Elizabeth Gelfand Miller, *Assistant Professor*; Ph.D. (cand.), The Wharton School, University of Pennsylvania

Maria Sannella, *Lecturer*; B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

Keith Bernard, *Adjunct Lecturer*; B.A., University of Massachusetts; M.B.A., Boston College

Sandra J. Bravo, *Adjunct Lecturer*; B.A., University of Massachusetts, North Dartmouth; M.B.A., Babson College

Patricia Clarke, *Adjunct Lecturer*; B.S., Boston College; M.B.A., Babson College

Cathy Waters, *Adjunct Lecturer*; B.S., University of Vermont; M.B.A., Boston College

Departmental Notes

- Department Secretary: Maureen Preskenis, 617-552-0420, maureen.preskenis@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/csom/Marketing/default.html
- Department Fax Number: 617-552-6677

Undergraduate Program Description

According to the American Marketing Association, marketing is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives."

All organizations, either explicitly or implicitly, practice marketing activities, including business, nonprofit, and government organizations. Typical career tracks are product or brand management, sales, fund-raising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's marketing manager.

Concentration in Marketing

Beyond the required Core course (MK 021 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Marketing Research should be taken in the spring semester, junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MK 148 Service Marketing
- MK 152 Consumer Behavior
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Electronic Marketing
- MK 168 International Marketing
- MK 170 Entrepreneurship: Innovation and Marketing in a New Venture
- MK 172 Marketing Ethics and Creative Thinking
- MK 180 Marketing Topics
- MK 258 Marketing Analysis

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MK 299 Individual Study is offered for enrichment purposes only. It does not count toward the Marketing concentration, but does allow a student the opportunity to be creative with learning interests. A student must have agreement from a Marketing professor to oversee the individual study prior to signing up for the course.

Information for Study Abroad

Prior to going abroad, Marketing majors must have taken the Core marketing course (MK 021). Only one course from the international university is considered for major credit. Only major electives can be taken abroad. Students should meet with Maria Sannella prior to going abroad.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MK 021 Marketing Principles (Fall/Spring: 3)

This course will explore the basic concepts, principles and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing, and marketing ethics.

The Department

MK 031 Marketing Principles—Honors (Fall: 3)

Elizabeth W. Woodside

MK 148 Services Marketing (Spring: 3)

Prerequisite: MK 021

The service sector of the economy is twice as large as the manufacturing sector. Service organizations differ in many important respects from manufacturing businesses and require a distinctive approach to marketing strategy development and execution. Some

service businesses to be studied include TV and radio stations, hospitals and HMOs, hotels, theaters, music groups, and airlines. Service providers include accountants, lawyers, doctors, and dentists.
Maria Sannella

MK 152 Consumer Behavior (Spring: 3)

Prerequisite: MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand, and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality, and attitudes, (2) group influences such as family, culture, social class, and reference group behavior, and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption, and risk reduction.

Arch Woodside

MK 153 Retail/Wholesale Distribution (Spring: 3)

Prerequisite: MK 021

This class focuses on the necessary concepts and principles of retailing involved in making retail and wholesale decisions. The course looks at retailing from both a consumer perspective (e.g., why does a consumer shop a particular retail outlet?) and a business to business perspective (e.g., how does the retailer decide which supplier to use?). Additionally, the course examines the various methods of retailing (e.g., bricks and mortar, bricks and clicks) and how these methods have evolved and will evolve in the future.

Maria Sannella

MK 154 Communication and Promotion (Fall/Spring: 3)

Prerequisite: MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, re-seller stimulation, and public relations as part of an overall promotional mix. These various communication methods are considered as variables to be used concurrently and interactively to meet strategic marketing objectives. The study of advertising is a major topic in this course, although its role will be considered in light of overall organizational promotional objectives.

Sandra Bravo

Gerald Smith

MK 157 Professional Selling and Sales Management (Fall/Spring: 3)

Prerequisite: MK 021

This course first teaches the principles of selling, then concentrates on a sales operating system that emphasizes the need for setting sound sales strategies and practicing good sales tactics.

Patricia Clarke

MK 158 Product Planning and Strategy (Fall/Spring: 3)

Prerequisite: MK 021

This course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight into new product development across a wide variety of industries.

Cathy Waters

MK 161 Customer Relationship Management (Spring: 3)

Prerequisite: MK 021

This course will focus on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers particularly via the Web and via new wireless technologies. In

this course we will focus on understanding the underlying strategies necessary to integrate these new marketing technologies with traditional non-electronic approaches to marketing.

Kay Lemon

MK 168 International Marketing (Fall: 3)

Prerequisite: MK 021

The main objective of this course is to provide students with a basic understanding of the international marketing environment and the critical elements involved in entering and competing effectively in selected foreign markets.

Victoria Crittenden

MK 170 Entrepreneurship: Innovation and Marketing in a New Venture (Fall: 3)

Prerequisites: MK 021, MF 021, MA 021, MA 022

This course will focus on the characteristics and the background(s) of entrepreneurs, the assessment of marketing opportunities, the development of a business plan, and the financing, management, and marketing of the new venture.

Deborah Lapuma Khaksari

MK 253 Marketing Research (Fall/Spring: 3)

Prerequisite: MK 021

The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

Michael Brady

Kim Schatzel

MK 256 Applied Marketing Management (Fall/Spring: 3)

Prerequisite: MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.

John Hogan

MK 258 Advanced Market Analysis (Spring: 3)

Prerequisites: MK 021, MK 253

This course provides students with an in-depth view into the analysis of practical marketing data. The course integrates knowledge learned in MK 253 Marketing Research Methods and practical issues in marketing management. A range of multivariate techniques will be introduced (descriptive analysis, data reduction techniques, and predictive modeling) and students are expected to become proficient in data into marketing strategies using these analytical methods. The Statistical Package for the Social Sciences (SPSS) will be an integral part of the course and is packaged with the textbook.

The Department

MK 299 Individual Study (Fall/Spring: 3)

This is an individualized course that is developed by a student and a faculty member and is approved by the department chairperson.

A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.

The Department

*Graduate Course Offerings***MK 705 Marketing (Fall/Spring: 3)**

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function.

The Department

MK 721 Marketing (Fall: 2)

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

The Department

MK 801 Marketing Research (Fall/Spring: 3)

Prerequisite: MK 705 or MK 721

Addresses the methods and techniques of securing information essential to reducing risk in management decision making and effectively solving marketing problems. Subjects include research design, data collection methods, planning research, sampling, data analysis, and the applications of research to the task of managing the marketing effort.

Michael Brady

MK 803 Product Planning and Strategy (Fall: 3)

Prerequisites: MK 705 or MK 721 and at least one other marketing elective and permission of instructor

Limited to 24 students

Designed for students interested in careers in product/brand management, planning, marketing research, or sales management. Exposes students to the product development process and the key elements in effective market planning through lectures, cases, guest speakers, and a term project. Students work in teams and are assigned to live companies—new ventures or established firms—that require assistance in preparing marketing plans for their service, consumer product, or industrial product.

Arch Woodside

MK 804 Consumer Behavior (Spring: 3)

Demographic, psychographic, cultural and globalization, decision-making, unconscious and conscious thinking processes, motivations, perceptual processes, memory, consumer satisfaction, social, environmental, economic, personality, attitudes, beliefs, information search, situational, and marketing influences on thinking about, feelings toward, buying, using, and disposal of products, ideas, services.

Arch Woodside

MK 807 International Marketing Management (Spring: 3)

Prerequisite: MK 705 or MK 721

Provides students with a basic understanding of the various components of marketing in a global environment and their interrelationships. Uses case discussions, lectures, and group projects to enable students to make rational and logical marketing decisions in the international marketplace.

Victoria Crittenden

MK 808 Communication and Promotion (Fall: 3)

Prerequisite: MK 721 or MK 705

This course explores the field of marketing communications from the perspective of a marketing or brand manager. It shows how to manage each element of the promotional mix to achieve an effective communications strategy. Students learn how to develop advertising objectives and strategies, positioning strategy, media strategy, how to measure and test buyer response to marketing communications, and how to manage the relationship between client and agency. The course is particularly useful to those interested in careers in product management, advertising, public relations, direct marketing, internet marketing, or careers involving the introduction of new products.

Gerald Smith

MK 814 Pricing Policy/Strategy (Spring: 3)

Prerequisites: MK 705 or MK 721, as well as an understanding of the fundamentals of cost accounting.

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing, and research methods for assessing price sensitivity.

Gerald Smith

MK 897 Directed Readings (Fall/Spring: 3)

Victoria Crittenden

Operations and Strategic Management*Faculty*

Walter H. Klein, *Professor Emeritus*; B.S., M.B.A., Ph.D., University of Pittsburgh

Mary Cronin, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

Samuel B. Graves, *Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Jeffrey L. Ringuest, *Professor*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

Larry P. Ritzman, *Galligan Professor*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

M. Hossein Safizadeh, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Sandra A. Waddock, *Professor*; B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

Robert G. Fichman, *Associate Professor*; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

Joy Field, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

John Gallagher, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

Marta Geletkanycz, *Associate Professor*; B.S., Pennsylvania State University; M.B.A., New York University; Ph.D., Columbia University

Hassell McClellan, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

David C. Murphy, *Associate Professor and Chairperson of the Department*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Richard A. Spinello, *Associate Research Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

Gregory Heim, *Assistant Professor*; A.B., University of Chicago; Ph.D., University of Minnesota

Nigel P. Melville, *Assistant Professor*; B.S., University of California, Los Angeles; M.S., University of California, Santa Barbara; Ph.D., University of California, Irvine

Robert Sroufe, *Assistant Professor*; B.S., Lake Superior State University; M.B.A., Ph.D., Michigan State University

Mohan Subramaniam, *Assistant Professor*; B.Tech, M.S., University-Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

Paul Tallon, *Assistant Professor*; B.C., M.M.S., University College Dublin; Ph.D., University of California, Irvine

Mei Xue, *Assistant Professor*; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

McGowan, Richard, S.J., *Adjunct Associate Professor*; B.S., Widener University; M.A., University of Delaware; M.Div., Th.M., Weston School of Theology; D.B.A., Boston University

Larry C. Meile, *Adjunct Assistant Professor*; B.S., M.B.A., University of Wisconsin; Ph.D., Texas Tech University

Lawrence Halpern, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University

David R. McKenna, *Lecturer and Director of the Honors Program*; B.S., M.B.A., Boston College

Departmental Notes

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- World Wide Web: <http://www.bc.edu/osm>

Undergraduate Program Description

Operations and Technology Management Concentration

The Operations and Technology Management concentration is designed to provide students with knowledge of the current issues in the fields of operations management and information technology. Intense competition in the fast-paced global markets has made competencies in these fields the focus of attention in both manufacturing and service organizations. The concentration satisfies the need for students with in-depth knowledge of issues in both disciplines. Our constantly updated curriculum emphasizes the design, planning and control of processes, quality management, materials management, facilities location, supply chain management, capacity planning, operations scheduling, and productivity improvement. It also explores the role of information systems in traditional organizations and in web-based enterprises.

This unique concentration combines teaching of analytical methods, operations management issues, information technology, and strategic management. We are clearly managerial in our orientation, but embrace the analytic skills required for successful practice. The curriculum recognizes the importance of environmental, ethical, and social issues. Our pedagogy entails field studies, case studies, design of information systems, and analytical modeling.

The concentration purposefully builds upon the Carroll School of Management core, particularly complementing the courses in statistics, economics, management science, and strategy and policy to produce an exceptionally fine package strongly grounded in analysis while being managerial in focus. Our courses emphasize analysis and policy formulation and are explicitly designed to deliver the skills and knowledge required by successful managers in today's competitive environment.

Our courses both intersect with and transcend the functional disciplines making Operations and Technology Management a good

choice as a second major for those who may have already decided upon a primary concentration in Accounting, Finance, Marketing, Computer Science, or Human Resource Management.

Objectives of the Undergraduate Concentration in Operations and Technology Management

The objectives of the undergraduate concentration are to develop managers who can:

- exercise managerial judgment
- analyze managerial problems
- understand the complexity of the managerial decision-making environment
- identify sources of competitiveness in an industry and organization
- appreciate the interrelations of the various functional areas in an organization and their role in resource allocation
- apply a global perspective, a broad view of the role of general managers, and have a thorough understanding of the operations function
- understand and use information technology
- understand and appreciate the emerging ethical issues arising from ubiquitous networking
- appreciate the role of operations and information technology within the structure of an organization
- possess a high level of communication and interpersonal skills
- apply quantitative techniques

Careers in Operations and Technology Management

Managers with the traits listed above can choose from a wide range of positions and career tracks. Our graduates have been successful in attaining positions dealing with process management and analysis in major companies such as Accenture, Deloitte & Touche, General Electric, IBM, Goldman Sachs, JP Morgan Chase, UBS Warburg, Hewitt and Associates, and Teradyne.

Students with this concentration may pursue careers in consulting, manufacturing, financial services, healthcare services, retail, transportation, technology, government, and not-for-profit organizations. In a manufacturing firm the senior executives would likely have the title of Vice President of Manufacturing, or Vice President of Information Systems. In a service industry, such as banking or health care, the title would be Vice President or Director of Operations. At lower levels in the firm are positions such as Systems Analyst, Operations Analyst, Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the corporate planning staff.

The demand for managers with these skills is high and will grow higher as United States firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with unique competence in operations and information technology. Salaries for majors in Operations and Technology Management are and will likely remain competitive with all other concentrations in management.

Courses Required for the Operations and Technology Management Concentration

The following two courses are required for the concentration:

- MD 240 Management Information Systems (fall and spring)
- MD 375 Operations and Competition (fall)

The student must also take at least one of the following:

- MD 384 Applied Statistics (spring)
- MD 604 Management Science (fall)

- MD 606 Forecasting Techniques (fall)
The student should also take one of the following:
 - MD 253 Electronic Commerce (fall and spring)
 - MD 254 E-Service Operations Management (spring)
- Students are strongly encouraged to take additional courses from those listed above.

Study Abroad

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given. Note well: MD 099 Strategy and Policy is the integrative capstone course to the Carroll School of Management core and should be taken at Boston College during senior year.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean, and David Murphy, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, syllabus, etc.) in hand.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MD 021 Management and Operations (Fall/Spring: 3)

Prerequisites: EC 131, EC 132, EC 151, MA 022, MC 021, and MT 235

The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.

The Department

MD 031 Management and Operations—Honors (Fall: 3)

Prerequisites: EC 131, EC 132, EC 151, MA 022, MC 021, and MT 235
Core course for the CSOM Honors Program

This course provides an introduction to the management of business operations and emphasizes understanding of basic concepts and techniques in the operations management area that are needed to facilitate efficient management of productive systems in manufacturing and service sectors. A strong emphasis is placed on the development and use of quantitative models to assist operational decision making.

M. Hossein Safizadeh

MD 099 Strategy and Policy (Fall/Spring: 3)

Prerequisite: Successful completion of the CSOM Core requirements.
This is the senior integrative Capstone course of the CSOM Core.

This course attempts to provide future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.

The Department

MD 100 Competitive Strategy—Honors (Fall: 3)

Prerequisites: MD 100 substitutes for MD 099 in the CSOM Core requirements; hence, it has the same prerequisites as MD 099.

This is the senior integrative Capstone course of the CSOM Core.

This course is designed to develop the administrative perspective and general management skills necessary for determining and

achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to (1) the use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts, including environmental and industry analysis, and (2) the integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.

Richard McGowan, S.J.

MD 240 Management Information Systems (Fall/Spring: 3)

Prerequisite: MC 021

This course introduces the student to the strategic value and the organizational effects of modern information systems and communications technology. It looks at information systems and their development from the department level, the division level, and the enterprise level.

The Department

MD 253 Electronic Commerce (Fall/Spring: 3)

This course will provide a managerial overview of the technologies supporting and enabling electronic commerce and will then focus on how it is changing the organization and the competition.

The Department

MD 254 E-Service Operations Management (Spring: 3)

Prerequisite: MD 021

We will examine e-Services from a service operations management perspective, considering information technology as an input to e-Service production processes. We will survey how person-to-person service operations differ from person-to-technology e-Service operations. Topics include management of e-Service processes, inventories, capacities, and quality, among others. Where applicable, hands-on experiences will demonstrate software tools organizations use presently to model and manage e-Services.

Gregory Heim

MD 260 Social and Ethical Issues in Information Technology (Spring: 3)

This course seeks to provide students with the conceptual tools to understand the social, political, and legal environment affecting telecommunications and information processing. Among the questions considered will be the following: what is a sensible telecommunications policy for the information age? What are the key policy and ethical issues in a networked world? Who governs and who should govern the Net? Specific topics include copyright protection, free speech, privacy rights, and public policies governing the use of encryption.

Richard Spinello

MD 299 Independent Study (Fall/Spring: 3)

Prerequisites: Senior standing and consent of department chairperson

The student works under the direction of an individual professor. By arrangement.

The Department

MD 375 Operations and Competition (Fall: 3)

Prerequisite: MD 021

Required for the Operations and Technology Management concentration.

This course examines the interplay between the operations function and competitive advantage. The purpose of the course is to provide evidence and an understanding of the tangible link between operations practices and competitive success. Topics to be covered include an overview of manufacturing and operations strategy, process analysis and design, productivity and performance, worker management, quality management, process improvement and learn-

ing, new technology choice, and new product and process introduction. The course will be discussion based with emphasis on case analysis.

Joy Field

MD 384 Applied Statistics (Spring: 3)

Prerequisite: Previous exposure to statistics and an ability to use computing facilities.

An elementary statistics course is a prerequisite, and an acquaintance with linear algebra and the ability to use a computer are desirable.

This course is an introduction to the theory and the use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis.

David McKenna

Undergraduate and Graduate Course Offerings

MD 604 Management Science (Fall: 3)

Prerequisite: MD 021, MD 707, or MD 723

Strongly recommended for students interested in operations management.

Covers the most frequently used quantitative tools of management: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, Markov chains, game theory, decision theory, and decision trees.

David McKenna

MD 605 Simulation Methods (Spring: 3)

Prerequisite: A degree of mathematical literacy including statistics

This course is an introduction to building computer models of decision making systems. Students will be required to design and program a model of their choice. Specific computer languages used for simulation modeling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines.

Michael Miller

MD 606 Forecasting Techniques (Fall: 3)

Prerequisite: Previous exposure to statistics and an ability to use computing facilities

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models.

Richard McGowan, S.J.

Graduate Course Offerings

MD 700 Economics (Fall/Spring: 3)

This course covers microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output, and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, and balance of payments are also examined.

The Department

MD 701 Economics (Fall: 2)

See course description under MD 700.

The Department

MD 703 Computer Information Systems (Fall/Spring: 3)

This course is designed for executives and other managers who must resolve an often bewildering array of organizational, strategic, resource allocation, integration, planning, and performance issues involving information systems.

The Department

MD 705 Statistics (Fall/Spring/Summer: 3)

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

The Department

MD 707 Operations Management (Fall/Spring/Summer: 3)

Prerequisite: MD 705

This course covers the concepts, processes, and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving, and on recognizing the strengths, limitations and usefulness of management science approaches.

The Department

MD 708 Managing in the Global Environment (Fall/Spring/Summer: 3)

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

The Department

MD 710 Management Practice III: Strategic Management (Fall/Spring/Summer: 3)

Prerequisite: Management Practice I and II, and M.B.A. Core

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment.

The Department

MD 711 Management Practice IV: Social Issues in Management (Fall/Spring/Summer: 3)

Prerequisites: MM 702, MM 703, MD 710, and all core courses

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization; as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization; or as a set of social issues involving the organization and society.

The Department

MD 714 Statistics (Fall: 2)

Focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal with masses of data and convert those data into forms which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms, and numerical measures. The student will learn how to distinguish important signals in the data from ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression, and correlation.

Samuel Graves

MD 716 Modeling and Decision Analysis (Spring: 1)

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing, and operations management.

Jeffrey Ringuest

MD 723 Operations Management (Spring: 2)

Prerequisite: MD 714

This course covers the concepts, techniques, and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengineering, statistical process control, managing technology, CIM, quality, learning curves, capacity, global operations, location, and layout. Such issues make operations management an interfunctional concern that requires cross-functional understanding and coordination.

M. Hossein Safizadeh

MD 725 Managing in the Global Environment (Spring: 1)

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

Moham Subramaniam

MD 729 Managing Operations for Competitive Advantage (Spring: 2)

Prerequisite: MD 723 or equivalent

Covers the decisions and practices of operations managers concerning suppliers, inventories, output levels, staffing patterns, schedules, just-in-time practices, and distribution. Decisions in these areas of operations management are made frequently, often daily, and have a major cumulative effect in all organizations. A key question becomes how this function can be managed to gain competitive advantage, both in organizations that provide services and in manufacturing organizations. Techniques such as ABC analysis, lot sizing, aggregate planning models, and JIT.

M. Hossein Safizadeh

MD 740 Management Practice III: Managing Strategically (Fall: 3)

Prerequisites: Management Practice I and II and M.B.A. Core

This course is a strategy class with a strong technology focus. The ability to craft and execute strategy effectively lies at the heart of organizational success. It is impossible to separate an organization's competitiveness from its ability to use and leverage technology effectively, so particular attention is given to the relationship between strategy and information systems (IS). Information systems can be used to create assets that yield sustainable advantage, as well as to liberate and leverage an organization's existing competitive assets.

John Gallagher

MD 750 Management Practice IV: Managing in a Changing World (Spring: 3)

Cross listed with MM 750

Emphasizes strategic management in the broadest possible context—in social, political, ecological, and ethical environments. These external environments are viewed as a complex set of interrelated economic, cultural, legal, social, political, and ecological influences facing the organization as it operates in domestic and global contexts; a powerful and dynamic set of constituencies affecting the enterprise; and a set of issues to which the organization must respond. It also provides a forward-looking perspective on the dominant trends and issues that shape the competitive environment in a rapidly changing economy: technology, globalization, strategic and economic alliances, new standards and expectations for executives and corporations.

Hassell McClellan

MD 803 Management Decision Making (Fall/Spring: 3)

Prerequisite: MD 710, MD 740, or consent of instructor

Uses a general management simulation to clarify the relationships among the functional departments. Students prepare and analyze financial reports, fund flows, budgets, and sales forecasts. Each student acts as a member of a particular company organization in an industry having a few relatively equal firms, so that there are both internal problems of communication and external problems of competition.

John Van Tassel

MD 806 Strategic Planning and Implementation (Fall: 3)

Prerequisite: MM 710, MM 740, or consent of instructor

Presents advanced concepts for the design, use, and implementation of strategic planning systems. Explores the future environment through the following: economic, ideological, sociopolitical, and technological forecasting; stakeholder analysis; public and strategic issues management; and scenario writing. Develops implementation considerations in terms of strategy formulation, organizational politics, corporate cultures, organizational ethics, management of values, legitimacy strategy, organization development, human resource planning and defensive routines.

Mohan Subramaniam

MD 808 Entrepreneurship and New Ventures (Fall: 3)

Provides an introduction to the process and function of venture capital companies, where funds are sourced, the operation of a VC firm, its relationship to its funds, distributions, fees, etc. Topics include understanding how and why VCs make investment decisions. Also covered are the venture process from the entrepreneur's point of view, looking at key issues of how much money to raise, how to go about it, what VCs to target, legal issues pertaining to the raising of capital, etc.

Ralph Guerriero

Ed Mullen

MD 809 Strategic Management in Financial Service Institutions (Spring: 3)

Prerequisite: MM 710 or MM 740; MF 820 recommended

Examines the practice of strategy formulation, industry and competitive analysis, and strategy implementation in the financial services industry. Focuses on critical strategic issues; explores the application of managerial and strategic planning concepts and skills to an industry that is characterized by dynamic and evolving regulatory, economic, competitive, technological, and political environments.

Hassell McClellan

MD 823 International Perspectives on Information Management (Fall: 3)

This course traces the evolution of national and regional communications infrastructure, with a particular focus on how the global convergence of telecommunications, wireless technologies, smart cards, and the Internet is impacting corporate information management strategies. The course will address worldwide differences in business models, standards, regulation, wireless adoption rates, and the emergence of mobile commerce.

Mary Cronin

MD 831 Advanced Topics: Managing Projects (Spring: 3)

Prerequisite: MD 707 or MD 723

This course addresses project management from a holistic management perspective. It looks at projects as a means of achieving the strategic goals of the organization through careful integration of the functional components of the project with the existing organizational infrastructure. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team.

Larry Meile

MD 833 Wireless Data and Telecommunications Management (Fall/Spring: 3)

This course seeks to give students an overview of telecommunications from a management perspective by exploring the technologies, applications, and market forces of this dynamic industry. The focus will be on the emergence of wireless data and communication services and applications for the corporate and consumer market, including the impact of wireless on traditional telecommunications providers, virtual network operators, and new entrants.

Nigel Melville

MD 835 Advanced Topics: New Product Development (Fall: 3)

Larry Meile

MD 840 Advanced Topics: Social Entrepreneurship (Fall: 3)

Andrew Wolk

MD 844 Advanced Topics: International Entrepreneurship (Spring: 3)

This course is designed for students who may at some point be interested in pursuing managerial careers in the international entrepreneurial sector, and covers the development of skills to identify, evaluate, start, and manage ventures that are international in scope. During the semester, students will *travel* to more than fifteen countries on five continents, and analyze operations at each stage of the entrepreneurial process. The course will cover market entry, forming alliances, negotiations, managing growth, and cross-border financing. Support from local governments, and the cultural, ethical, legal, and human resource issues facing the entrepreneur will also be touched upon.

Gregory Stoller

MD 845 Managing Corporate Responsibility (Spring: 3)

This course explores how companies can develop responsibility management systems that implement their corporate citizenship to meet these growing demands. Topical coverage includes systems

thinking, responsibility management approaches, vision setting and leadership commitment processes, integration of systemic approaches to responsibility management, and innovation, improvements, and indicators (measurement and assessment systems). Students will undertake a hands-on (work-based or action) learning project in an organization of their choice, preferably their employer although other organizations where changes can be initiated are also feasible subject organizations.

Sandra Waddock

MD 853 Electronic Commerce (Fall/Spring: 3)

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the Web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

The Department

MD 854 Management of Service Operations (Fall: 3)

Prerequisite: MD 707 or MD 723

This course focuses on issues that are essential to the success of a service-oriented operation. Topics include focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force and quality control issues.

Vincent O'Reilly

MD 897 Directed Readings (Fall/Spring: 3)

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

The Department

MD 898 Directed Research I (Fall/Spring: 3)

Prerequisite: Consent of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

Organizational Studies—Human Resources Management

Faculty

Donald J. White, *Dean Emeritus and Distinguished Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Harvard University

Jean M. Bartunek, R.S.C.J., *Professor*; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

Richard P. Nielsen, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

William R. Torbert, *Professor*; B.A., Ph.D., Yale University

Stephen Borgatti, *Associate Professor*; B.A., Cornell University; Ph.D., University of California, Irvine

Judith Clair, *Associate Professor and Chairperson of the Department*; B.A., University of California; Ph.D., University of Southern California

Dalmar Fisher, *Associate Professor*; B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Judith R. Gordon, *Associate Professor*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Candace Jones, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

William Stevenson, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

Departmental Notes

- Department Secretary: Jean Passavant, 617-552-0450, jean.passavant@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/csom/OB/default.html

Undergraduate Program Description

Human Resources Management is an evolving, applied field within organizational behavior that has played an increasingly significant role in organizations. Stringent laws, internationalization of business, changing social values in organizations, and a turbulent employment environment have made the human resources field far more important than it has been in the past.

In addition to an understanding of what makes the people-side of organizations effective or ineffective, the Human Resources Management concentration at Boston College gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, managers without a solid background in human resources management are destined to be less effective than those with a strong knowledge of human resources management.

Information for Study Abroad

Students may take any number of electives abroad to count toward the Organization Studies major. Many students take the equivalent of MB 021 Introduction to Organization Behavior course abroad. This course, however, often is not the same as courses titled Human Resource Management or Management and are not equivalent to MB 021. All students wishing to study abroad should meet with the chairperson for advising and course approval.

Employment Opportunities

Jobs for Human Resources Management concentrators are primarily in the areas of personnel management and industrial relations. They range from entry-level to senior management positions. Increasingly human resources professionals participate in the highest management councils in organizations. There are jobs available in recruiting, human resource planning, employee training, compensation, benefits, organizational development, and personnel research. Individuals can work in public or private sector organizations, including large corporations, government agencies, or consulting firms.

Organizations that are unionized (and some that are not) want to have human resources management professionals who are conversant in industrial relations. Collective bargaining, grievance handling, and arbitration and mediation are of major concern to organizations that have union contracts. Other jobs available to students interested in the private sector include personnel forecaster, affirmative action planner, or legal analyst. In the public sector students can hold jobs as employment and training administrator, labor market researcher, job development specialist, or personnel analyst. Generally, employees in the industrial relations sector are middle management or higher, but managers at all levels benefit from understanding the collective bargaining processes.

Since many companies and other organizations prefer human resources professionals with experience in the field, internships can provide concentrators with experience in human resources manage-

ment and serve as an inroad to job openings. Students have held internships in hospitals, hotels, banks, and other profit and non-profit organizations.

The Curriculum

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors. MB 110 Human Resources Management is the first course in the concentration, and MB 313 Personnel and Organizational Research is also required. Students must choose at least two electives from a variety of courses.

A minor in Human Development is available each year. It may be of particular interest to students with special interests in counseling, training, personnel assessment, or work within social service organizations. Please visit the department office, Fulton 433, for information on this minor.

Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (ordinarily taken junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

Electives:

- MB 111 Organization Ethics and Employee Law
- MB 116 Industrial Relations
- MB 119 Interpersonal Communication in Organizations
- MB 123 Negotiation
- MB 127 Leadership
- MB 130 Managing Change
- MB 135 Career and Human Resources Planning
- MB 137 Management of Multicultural Diversity and Differences
- MB 140 Design of Work and Organizations
- MB 145 Environmental Management
- MB 299 Independent Study (by permission of instructor)
- MB 364 Collective Bargaining
- MB 399 Advanced Topics in Organizational Behavior and Human Resources Management
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology (by permission of instructor)
- MB 648 Management of Technology

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MB 021 Organizational Behavior (Fall/Spring: 3)

The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

The Department

MB 031 Organizational Behavior—Honors (Spring: 3)

Satisfies the Carroll School of Management Core requirement in Organizational Behavior.

Counts as an intensive course in the Carroll School of Management Honors Program.

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MB 021 in including an independent field project relating to an actual organization, as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.

Judith Clair

Robert Radin

MB 110 Human Resources Management (Fall/Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

This course will examine the professional functions, processes and tools of human resource management, including collective bargaining and arbitration, from the perspectives of the line manager, human resources professional, and organization member.

John Meyer

MB 111 Organization Ethics and Employment Law (Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

This course examines the management of organizational ethics issues within an environment of employment law. Objectives include helping students develop the knowledge of ethics, employment law, and action skills they will need for addressing ethics and employment law issues and conflicts.

Richard Nielsen

MB 123 Negotiation (Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

The primary purpose of this course is to improve students' skills in preparing for and conducting successful negotiations. We will consider several dimensions of negotiations, including characteristics of different negotiating situations, competitive and win-win styles of negotiation (and combinations of these), and factors that affect which styles are likely to be used.

Richard Nielsen

MB 135 Career and Human Resource Planning (Fall: 3)

Offered Periodically

This course focuses on helping students to discover careers. Careers are discovered when individuals know themselves, know something about professions and industries, and know others to and from whom they can provide and seek help. Our first task will be a series of exercises, interviews and self reflection to help students identify their interests and talents. Our second task will be to learn about the processes of becoming a professional in a variety of industries. Our third task will be to examine our social networks to assess those whom can provide help in seeking a career.

Candace Jones

MB 137 Management of Multicultural Diversity and Differences (Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

Satisfies Cultural Diversity Core Requirement

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race, and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.

Peter Rivard

MB 145 Environmental Management (Fall: 3)

Fulfills an elective requirement in public policy for Environmental Studies minors.

Fulfills an elective requirement for Human Resource concentrators. Fulfills a general elective requirement for Carroll School of Management undergraduates.

In this course, we will consider the problems of organizational environmental responsibility from the point of view of corporations and environmentalists. We will examine how corporate environmental policies are formulated and how individuals can affect those policies. We will consider the pressures on corporations from government regulators, citizens, and environmental groups. The impact of new standards for environmental performance such as ISO 14000 on corporate performance will be examined. We will discuss how corporations measure environmental performance, and how organizations can engage in Total Quality Environmental Management.

William Stevenson

MB 299 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of the instructor

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.

The Department

MB 313 Personnel and Organizational Research (Fall: 3)

Prerequisites: MB 021 or MB 031, MB 110

In this course, students learn research skills that Human Resource professionals routinely use to improve organizational effectiveness. The course has an applied focus. Students identify a human resource or organizational behavior issue such as motivation of employees, organizational commitment, or the effectiveness of rewards, research this issue in an organization, and make recommendations on how to improve present practice. The course emphasizes skills in problem identification, library research, data collection, data analysis, theory building, solution identification, and solution implementation.

William Stevenson

Graduate Course Offerings**MB 702 Management Practice II: Leadership (Fall/Spring: 3)**

Prerequisite: MM 703 Management Practice I

This course provides an examination of leadership, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management. Students examine their leadership styles as a step toward evolving effective modes of leadership. A work-based learning project is a central feature of the course.

William Joiner

Robert O'Neil

William Torbert

MB 709 Managing People and Organizations (Fall/Spring: 3)

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

The Department

MB 712 Managing People and Organizations (Fall: 3)

This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as

contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field.

Judith Gordon

MB 728 Current Topics in Human Resource Management (Spring: 2)

Prerequisite: MB 709 or MB 712, or consent of instructor

This course adopts a strategic perspective and examines current topics in human resources from the perspective of how HRM can help the firm compete more effectively. Topics include current challenges to HRM such as downsizing, managing the changing psychological contract between employee and employer, career systems for the twenty-first century, managing "knowledge" workers, managing cross culturally and the changing legal environment. Through these topics, the student will be exposed to the HRM function and the current issues challenging HRM practitioners.

Candace Jones

MB 802 Management of Organizational Change (Spring: 3)

Prerequisites: MB 709, MB 712 or consent of instructor

Focuses on the variety of organizational changes that are being implemented in contemporary organizational life. Examines such changes as employee involvement, culture change, life cycle changes, mergers and acquisitions, and downsizing. Discusses such change strategies as envisioning and implementing change, overcoming resistance to change, the power and politics associated with change, organization development, and other action tools.

Jean Bartunek

MB 805 Consulting: Practice and Theory (Fall: 3)

Prerequisites: Completion of M.B.A. core curriculum and permission of instructor

This course examines individual, interpersonal, and organizational theories of development and of intervention effectiveness. It requires students to examine, critique, and experiment with their own practices. It includes discussion, role plays, and analysis of recordings.

William Torbert

MB 811 Advanced Topics in Organizational Behavior: Career Systems and Development (Fall: 3)

Prerequisites: MB 709, MB 712 or consent of instructor

Offered Periodically

Directed at the needs of graduate students in their final year of the program, the course focuses on self-assessment and career development as well as on career management systems of contemporary organizations.

Bradley Harrington

MB 850 Micro-Organizational Theory (Fall: 3)

Providing the theoretical underpinnings of individual and group behavior in organizations, the seminar includes topics such as perception, attribution, learning, motivation, decision making, communication, group dynamics, leadership, conflict and power. Students read the classics of organizational behavior, trace the development of thought, and evaluate current research in each of these areas.

Judith Clair

MB 851 Macro-Organizational Theory (Spring: 3)

The seminar provides a foundation in traditional and emerging topics in theory at the organizational level of analysis. Several perspectives are explored such as Weberian bureaucracies, open systems theories, contingency theory in organization design, political economy, resource dependence and demography, institutional theories, population and community ecology, organizational culture, and interpretivist perspectives.

Candace Jones

MB 852 Perspectives on Individual and Organizational Change (Fall: 3)

This course introduces topics relating to individual and organizational change and development. Topics include approaches to personal, career, and managerial development, and organizational-level change issues, such as the early formation and development of organizations, organizational life cycles, organizational transformations, and organizational decline and death.

Jean Bartunek

MB 853 Organizational Change and Transformation (Fall: 3)

This course explores fundamental, qualitative changes that occur in organizations that influence their effectiveness. Leading edge theories are introduced. Topics addressed include varieties of dialectic change processes, mergers and acquisitions, developmental changes in organizations' understandings of themselves and their missions, transformational leadership, restructuring to respond to a changing environment and ethical change and transformation. In addition, the course considers the intellectual history or the idea of change.

Richard Nielsen

MB 870 Qualitative Research Methods (Fall: 3)

This course explores issues related to the qualitative assessment and interpretation of phenomena in organizational behavior. Students read key sources from the theoretical and practical literatures, critically examine laboratory and field studies, and conduct practical exploratory research themselves. Topics include action research, clinical approaches and ethnographic and linguistic research.

Stephen Borgatti

MB 871 Quantitative Research Methods (Spring: 3)

This course deals with quantitative measurement and interpretation of phenomena in organization studies. Topics include theory construction, the development of causal models, the problems of the reliability and validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding and database design, experimental and quasi-experimental design and meta-analysis.

William Stevenson

MB 872 Research Seminar I (Fall: 3)

Students participate with department faculty and visiting scholars as colleagues in a weekly seminar on current research in organization studies. The seminar focuses on current research topics and approaches and develops research and presentation skills.

Jean Bartunek

MB 873 Research Seminar II (Fall: 3)

Students participate with department faculty and visiting scholars as colleagues in a weekly seminar on current research in organization studies. The seminar focuses on current research topics and approaches and develops research and presentation skills.

Jean Bartunek

MB 874 Network Analysis (Fall: 3)

Offered Periodically

This course familiarizes students with the theory, research, and methodological issues connected with social network analysis in organizations. It focuses on a social network as a set of nodes (individuals, groups, subunits, organizations, societies) and the ties representing some relationship or lack of relationship between the nodes. It examines the impact of these relational measures on attitudes, conflict, socialization, performance, power and innovation in organizations and other social groups.

William Stevenson

MB 880 Action Research Methods (Spring: 3)

This course invites students to develop quantitative, qualitative, and action research skills to be used in real-time action settings. Students practice first-, second-, and third-person research skills that encourage personal, community, and organizational norms of inquiry, learning, transformation, excellence, and accountability. Positivist, postmodern, and action-based criteria of validity are compared and combined.

William Torbert

MB 881 Teaching Practicum (Spring: 3)

Primarily intended for doctoral students in the Organization Studies Department.

Designed to accompany a doctoral student's first teaching experience, this course addresses issues associated with teaching in a university. The course traces typical course progression and identifies the issues faculty encounter during various phases of a course. The course combines readings, discussion, and practice. Peer observations and critique through videotaping are integral parts of the course.

Judith Gordon

MB 897 Directed Readings (Fall/Spring: 3)

Prerequisite: Consent of a faculty member

Extensive reading in a selected area under the direction of a faculty member. Student presents written critiques of the readings, as well as comparisons between readings.

The Department

MB 898-899 Independent Study I and II (Fall/Spring: 3)

Prerequisite: Consent of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

MB 999 Doctoral Continuation (Fall/Spring: 0)

The Department

William F. Connell School of Nursing

CONNELL UNDERGRADUATE SCHOOL OF NURSING

Founded in 1947, the Boston College Connell School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the state examination for licensure as a registered nurse (R.N.). The program of study is approved by the Massachusetts Board of Registration in Nursing and is nationally accredited. See the website for details at <http://www.bc.edu/nursing>.

The mission of the William F. Connell School of Nursing is to prepare professional nurses whose practice reflects a humanistic ethic grounded in the Judeo-Christian tradition, is scientifically based, technically competent, and highly compassionate. The graduate of the baccalaureate program is prepared as a generalist to provide care to individuals, families, and groups arriving at diagnostic, ethical, and therapeutic judgments to promote, maintain, and restore health. The School focuses on preparing each student as a life-long learner, as a health professional, and as a person who will use knowledge in service to others. It advances nursing as an academic and practice discipline through philosophical inquiry and research. Nursing activities focus on the life processes and patterns of the individual in the context of family and community. Nursing recognizes the contribution of cultural diversity and social environments to the health/illness beliefs, practices, and behavioral responses of individuals and groups.

Nursing courses are designed to include more complex concepts and content at each level. Consequently, students must take courses in a specific sequence and pass each course before proceeding to the next level. To be eligible for graduation students must successfully complete the 38 courses that comprise the curriculum and includes University Cores, nursing requirements, and electives.

The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing. (See Core Curriculum under University Policies section of this catalog.) Students are encouraged to complete their history, philosophy, mathematics, and English Core courses in the first and second years. Students must meet with their faculty advisers before each registration period. Most nursing courses have a theory and a clinical component and include content on the care of children, childbearing families, adults, and the elderly in both wellness and illness situations. Faculty members guide student learning in campus laboratories and in a variety of health care agencies in the greater Boston area.

Nursing students use the clinical reasoning process to assess, plan, implement, and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with the client's choices. The graduate is prepared as a generalist able to care for individuals and groups at all developmental levels and in all health care settings.

Students should consult the curriculum plan and see their advisors as they plan for registration.

Special Opportunities

Study Abroad

Students in the William F. Connell School of Nursing are encouraged to study abroad for one semester. Students may go abroad during fall or spring semester of junior year or fall semester senior year. They may take nursing courses, electives, or Core courses at approved universities. If students wish to take nursing courses abroad they must have completed at least three semesters of the nursing curriculum.

Nursing students have studied nursing at Monash University in Melbourne, Australia, and at Notre Dame University in Fremantle, Australia. For students who are fluent in Spanish, Alicante in Spain may be of interest. Students are free to study abroad in any location approved by the Center for International Partnerships and Programs.

The prerequisites for going abroad include the following: completion of the Rationale for Study Abroad form, Curriculum Plan B, meeting with Associate Dean Loretta Higgins during sophomore year, and fulfillment of the academic requirements stipulated by the Center for International Partnerships and Programs.

Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

Independent Study

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available in the Connell School of Nursing's Undergraduate Office. Students should consult an academic advisor and/or the Associate Dean of the Undergraduate program about their proposal.

Research Assistant Position

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

PLAN OF STUDY

Freshman Year

Semester I

- CH 161, 163 Life Science Chemistry
- BI 130, 131 Anatomy and Physiology I
- Core
- Core

Semester II

- BI 132, 133 Anatomy and Physiology II
- NU 060 Professional Nursing I
- Core
- Core
- Core

Sophomore Year

Semester I

- BI 220, 221 Microbiology
- Core
- Core
- Core
- Core

Semester II

- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- NU 080 Pathophysiology
- Core
- Core

Junior Year

Semester I

- NU 230 Adult Health Nursing Theory I
- NU 231 Adult Health Nursing I Clinical Laboratory

- NU 204 Pharmacology and Nutrition Therapies
- Core
- Elective

Semester II

- NU 242 Adult Health Nursing Theory II
- NU 243 Adult Health Nursing II Clinical Laboratory
- NU 244 Childbearing Nursing Theory
- NU 245 Childbearing Nursing Clinical Laboratory
- Elective

Senior Year

Semester I

- NU 250 Child Health Nursing Theory
- NU 251 Child Health Nursing Clinical Laboratory
- NU 252 Psychiatric-Mental Health Nursing Theory
- NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory
- Elective

Semester II

- NU 260 Community Nursing Theory
- NU 261 Community Nursing Clinical Laboratory
- NU 264 Professional Nursing II
- NU 263 Nursing Synthesis Clinical Laboratory

The Connell School of Nursing reserves the right to alter any program or policy outlined.

Information for First Year Students

During the first year, students must complete two semesters of anatomy and physiology with laboratories, Life Science Chemistry with laboratory, English writing and literature, mathematics, Modern History I and II and Professional Nursing I. During orientation, students will meet with faculty members who will assist them with registration for the fall. In September, students will be assigned advisors who will guide them through the Nursing program.

Academic Honors

The Honors Program

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Selections are based on high school records, recommendations of teachers, and SAT scores. In order to remain in the program, students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the Nursing major. In addition, they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I-VIII: In freshman and sophomore years, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in literature, writing, philosophy, theology, and social science. Each section enrolls approximately 15 students and is conducted as a seminar. For additional information please see the section in this catalog under the Arts and Sciences Honors Program.

In the junior and senior years, students follow the Nursing course sequence and under the direction of the Connell School of Nursing honors advisor, plan and carry out a research project. These honor students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

Alternate Honors Program

Students in this program take the entire liberal arts honors program and satisfy nursing requirements by taking accelerated courses in nursing during the junior and senior years.

Fifth Year B.S./M.S.

This program enables students to graduate with bachelor's and master's degrees in five years. Students take graduate courses their senior year and during the summer after graduation. They complete the master's degree in one additional year of study. In order to qualify for this program students must maintain an academic average of 3.2, pass the nursing license examination, and participate in a clinical internship during the summer after their junior year.

Graduate Courses

Selected undergraduate students may take up to two master's courses as part of their elective requirement. These credits would count toward the master's degree at Boston College Connell School of Nursing.

Semester Program

Students registered for twelve credit hours per semester are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually fifteen credits are carried each semester.

Health Requirements

All undergraduate students in the Connell School of Nursing are required to have a complete physical examination, including Mantoux test and/or chest x-ray, rubella titre, varicella titre, two MMR vaccines, and the Hepatitis B series prior to August 15 of the year in which they are admitted. Also, evidence of screening for tuberculosis must be submitted by August 15 of each academic year to the Undergraduate Office, Cushing 202. Additional physical examinations and/or other health data may be required by the Connell School of Nursing.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 121, and must continue to keep this certification current.

General Information

Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in teaching hospitals and community agencies in the Boston metropolitan area.

College Credit for Transfer Students

Candidates possessing a Bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the Connell School of Nursing for use in evaluating prior course work.

Registered Nurses

Registered nurses should see the section in this catalog under Master's Program Options for the R.N./Master's plan.

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College Connell School of Nursing are researchers in clinical settings. Some serve on faculties of schools of nursing or as administrators of clinical and educational institutions. The baccalaureate program of study prepares its graduates for entry into Master's degree programs in nursing.

Fees

Connell School of Nursing students pay the same tuition, fees, and room and board costs as other college enrollees. In addition, Nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) \$45.00
- Laboratory Fee \$195.00 (Payable for certain clinical nursing courses)

Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics, and other health-related agencies are a vital part of the Nursing program. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities.

CONNELL GRADUATE SCHOOL OF NURSING

Introduction

In its quest for excellence and influence, the William F. Connell School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice and a Doctor of Philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and clinical leadership.

Doctor of Philosophy Degree Program with a Major in Nursing

The Ph.D. Program in Nursing focuses on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities.

Low student-faculty ratios and a research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the greater Boston area.

The 3-year full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in the 4-year part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

A combined M.S./Ph.D. track is available for individuals with a B.S.N. who wish to obtain preparation in advanced practice nursing as well as clinical nursing research.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to begin a program of research through post-doctoral work.

Program of Study

The curriculum of the program includes three core areas of study—knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life processes, health), and programs of research (uncertainty, sensory preparation, etc.), and processes (ethical, diagnostic, and therapeutic judgment). The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement. Relevant cognate courses are required for each chosen area of research concentration in addition to the core areas of study.

Forty-six credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

- NU 701 Epistemology of Nursing: 3 credits
- NU 702 Strategies for Knowledge Development: 3 credits
- PL 593 Philosophy of Science: 3 credits
- NU 710 Themes of Inquiry: Clinical Topics: 3 credits
- NU 711 Themes of Inquiry: Clinical Judgment: 3 credits
- NU 820 Expanding Paradigms for Nursing Research: 3 credits
- NU 821 Nursing Research and Health Policy Formulation: 3 credits
- Quantitative/Qualitative Methods of Research: 6 credits
- Statistics/Computer Application and Analysis of Data: 3 credits
- Measurement in Nursing: 3 credits
- Advanced Qualitative/Quantitative Methods: 3 credits
- NU 810 Research Practicum I: 1 credit
- NU 811 Research Practicum II: 1 credit
- NU 812 Research Practicum III: 1 credit
- NU 813 Research Practicum IV: 1 credit
- Cognate or Elective: 3 credits
- NU 998 Doctoral Comprehensives: 0 credits
- NU 901 Dissertation Advisement: 3 credits
- NU 902 Dissertation Advisement: 3 credits
- NU 999 Doctoral Continuation: 0 credits

Total: 46 credits

The required number of credits in cognates and electives is based on the need of the student and prior educational background and course work.

Ph.D. Colloquium

The Ph.D. Colloquium is a monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

Doctoral Student Research Development Day

Annual seminars provide doctoral students with opportunities to present their research to their peers and faculty.

Admission Requirements

- Official transcript of bachelor's and master's degrees from programs with national accreditation in nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests (four pages double-spaced)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Three-credit introductory graduate level statistics course

- Evidence of scholarship in the form of a published article, a clinical research study, a thesis, or a term paper
 - Official report of the Graduate Record Examination scores (within last five years)
 - Application form with application fee
 - Qualified applicants will be invited for pre-admission interview with faculty
 - Pre-application inquiries are welcomed
- Applications are reviewed after all credentials are received. The deadline for receipt of all credentials is January 31 of the year of application to the program.

Application materials may be requested from the Connell Graduate School of Nursing, 617-552-4250 or from the website at <http://www.bc.edu/nursing>.

Financial Aid

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to five full-time students per year on a competitive basis. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- The highly competitive National Research Service Award for Individuals provides federal monies to cover tuition and a stipend.
- Graduate assistantships that consist of a stipend provided by Boston College.
- Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

Master of Science Degree Program with a Major in Nursing

The main objective of the Master of Science degree program is to prepare nurses in advanced nursing practice, including clinical specialist and nurse practitioner. Areas of clinical specialization are as follows: Adult Health, Gerontological, Community Health, Pediatric, Women's Health, Psychiatric Mental Health Nursing, and Nurse Anesthesia.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multifaceted and includes the development of advanced competencies in clinical judgment.

The graduate of the Master's program, in addition to giving theory and researched-based direct care, provides leadership in the development of nursing. Additional roles of the advanced practice nurse include indirect services such as staff development, consultation, healthcare middle management, and participation in research. The advanced practitioner, clinical nurse specialist, and nurse practitioner improve the quality of nursing practice.

Cooperating Health Agencies

Practice settings available in the city of Boston, and the greater metropolitan and New England area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, and prisons. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, Children's Hospital, and New England Medical Center.

Career Options

Recent graduates from the Boston College Master's program are in the traditional and non-traditional leadership roles: advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

Areas of Clinical Specialization in Nursing

Adult Advanced Nursing Practice

As either a Nurse Practitioner or Clinical Nurse Specialist, a graduate of this program is able to manage the health care of adolescents, adults, and elders, providing interventions to promote optimal health across a wide range of settings; serve as a Nurse Practitioner or Clinical Nurse Specialist in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospice, home care, and community-based medical practices; and pursue national certification (through organizations such as the American Nurses Credentialing Center) as an Adult Nurse Practitioner or Clinical Nurse Specialist in Medical-Surgical Nursing.

Gerontological Advanced Nursing Practice

As either a Nurse Practitioner or Clinical Nurse Specialist, a graduate of this program is able to serve as gerontological nurse practitioner or clinical nurse specialist in a variety of health care settings including clinics, nursing homes, senior centers, health maintenance organizations, occupational health settings, home care, hospitals, and community-based medical practices; and pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in Gerontological Nursing.

Community Health Advanced Nursing Practice

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs, including health promotion and disease prevention, of diverse patient populations (families, communities, special patient populations); serve as a Community Health Clinical Nurse Specialist in a variety of settings including home health care agencies, public health departments, and managed-care organizations; and pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist.

Family Nurse Practitioner

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata; serve as a Family Nurse Practitioner in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps; and pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

Pediatric Advanced Nursing Practice

As a nurse practitioner, a graduate of this clinical specialty is able to provide a wide range of primary and secondary health services for children from infancy through adolescence; serve as a Pediatric Nurse Practitioner in a variety of health care agencies and community settings; and pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a Pediatric Nurse Practitioner.

Women's Health Advanced Nursing Practice

As a nurse practitioner, a graduate of this clinical specialty is able to provide direct care to meet women's unique concerns and

needs across the life span; serve as a Women's Health Nurse Practitioner or Clinical Nurse Specialist inside or outside of formal health care agencies and institutions; and pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

Psychiatric Mental Health Advanced Nursing Practice

As a clinical nurse specialist, a graduate of this clinical specialty is able to conduct psychotherapy with individuals, groups, and families; function as a case manager for persons with psychiatric disorders; provide psychiatric consultation to primary care providers; serve as a Psychiatric-Mental Health Specialist in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs; pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Psychiatric Mental Health Clinical Nurse Specialist; and apply for prescriptive authority in most states (including Massachusetts).

Nurse Anesthesia Program

The program in Nurse Anesthesia is a collaborative effort between the William F. Connell School of Nursing and Anaesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master of Science nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. Clinical practice at the varied facilities where Anaesthesia Associates of Massachusetts provide anesthesia services give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs and graduates are prepared to sit for the National Certification Examination of the Council on Certification and Recertification.

Master's Program Options

Students with B.S.N.

Programs designed for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program include the regular Master's Program and the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The **full-time option** for the Master's program is approximately a one and a half to two year program comprised of forty-five credits; the nurse anesthesia specialty requires fifty-six credits. The program of study includes three credits of electives, twenty-four credits of core courses, and eighteen credits of specialty and theory clinical practicum (29 credits for the nurse anesthesia program).

The **part-time option**, completed in two to five years, is also forty-five credits and is identical to the full-time program of study. Students take electives and core courses prior to, or concurrently with, specialty courses. On admission, part-time students design individualized programs of study with a faculty advisor.

The nurse anesthesia program requires 56 credits of full-time coursework over twenty-seven months.

Master's Entry Program

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: adult health, gerontology, family, community, pediatrics, women's health, or psychiatric-mental health nursing.

During the first year, students complete requirements to sit for the registered nurse examination in August. The second year of the program prepares students for advanced nursing practice in a specialty area. The first year requires full-time study. The remainder of the program may be completed on a part-time basis in two years. No baccalaureate degree is awarded. At the completion of the program a Master's degree will be conferred.

Prerequisites for enrollment in the program are as follows: courses in anatomy and physiology with laboratory (eight credits), and the following one-semester courses: life science chemistry or a comparable course, microbiology, statistics, and two social science courses. In addition, the Graduate Record Exam is required.

For further details, contact the Connell School of Nursing at 617-552-4250.

R.N./Master's Plan

The R.N./Master's Plan is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing undergraduate or graduate degree. Credit may be received by direct transfer, exemption exam, mobility profile, or actual course enrollment. The length of the program will vary with each individual's background.

The Master's Completion Program

The Master's Completion Program allows nationally certified nurse practitioners to earn a master's degree with advanced placement in a clinical specialty.

Dual Degree Programs

M.S./M.B.A.

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the Nursing master's program and business administration in the Wallace E. Carroll Graduate School of Management for individuals interested in a nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

M.S. Nursing/M.A. Pastoral Ministry

The Connell School of Nursing and the Institute of Religious Education and Pastoral Ministry (IREPM) offer a dual degree program leading to two separate graduate degrees, one a Master of Science in Nursing, and one a Master of Arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study. Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty areas offered at the Connell School of Nursing including adult, family, community, gerontological, women's, pediatric and psychiatric mental health nursing. Nurse practitioner or clinical specialist options are available. The time required to do the dual degree program is less than that required if both degrees were completed separately.

M.S./Ph.D.

A combined M.S./Ph.D. track is available for those wishing to have preparation in advanced nursing practice and clinical research.

Non-Degree Program

Non-degree program options offered at the Connell Graduate School of Nursing include:

- Additional Specialty concentration
- Special Student

The Additional Specialty concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area.

The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in these two options must be admitted to the Graduate School of Nursing before registering for courses.

Admission Requirements

The application deadline for the Master's Entry Program is January 1 for September enrollment.

The application deadline for the Nurse Anesthesia Program is September 15 for January enrollment.

The deadlines for other Master's Programs are as follows: March 15 for September and May enrollments and October 15 for January enrollment.

International Students (students who are not U.S. citizens or permanent residents) must provide additional information. See the section for International Students.

Applications for the Master's Program can be obtained from the Connell School of Nursing by calling 617-552-4250 or can be downloaded from their website at <http://www.bc.edu/nursing>.

- Master's Program application and application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B or better
- Undergraduate statistics course (not required for R.N./M.S. applicants or Additional Specialty concentration)
- Goal statement
- Three letters of reference (one academic, one professional, one other academic or professional)
- Results of Graduate Record Examination (GRE) within 5 years (not required for admission to the Additional Specialty Concentration)
- Copy of current R.N. license (not required for Master's Entry Program applicants)
- Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification.
- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL).
- International students must be licensed as a R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

Admission Requirements for Special Student (non-degree)

- Special Student application and application fee
- Baccalaureate degree from a nationally accredited program with a major in nursing
- An undergraduate scholastic average of B or better

The Associate Dean of the Connell Graduate School of Nursing forwards the official announcement of acceptance or rejection.

Program of Study

Master of Science with a Major in Nursing

- Electives or Thesis*: 3 credits
- NU 415 Conceptual Basis for Advanced Nursing Practice: 3 credits
- NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice: 3 credits

- NU 417 Advanced Practice Nursing within Complex Health Care Systems: 3 credits
- NU 420/426 Pharmacology/Psychopharmacology: 3 credits
- NU 430 Advanced Health Assessment Across the Life Span: 3 credits
- NU 520 Research Theory: 3 credits
- Options following NU 520, prerequisite choose one:
 NU 523 Computer Data Analysis: 3 credits*
 NU 524 Master's Research Practicum: 3 credits*
 NU 525 Integrative Review of Nursing Research: 3 credits*
- NU 672 Physiologic Life Processes: 3 credits
- Two Specialty Theory Courses: 6 credits (Nurse Anesthesia: 21 credits)
- Two Specialty Practice Courses: 12 credits (Nurse Anesthesia: 11 credits)

Total: 45 credits (Nurse Anesthesia: 56 credits)

*Optional, following 6 credits of research:

- NU 801 Master's Thesis: 3 credits

Three (3) credits of electives or independent study can be completed in the summer, fall, and spring semesters. The elective courses must be at the graduate level and may be taken in any department or used as a specialty requirement, e.g., Theoretical Foundations of Gerontological Nursing. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

Laboratory Fee

The laboratory fee for NU 430 Advanced Health Assessment will be paid in advance of registration as a deposit for a clinical practicum placement. A survey will be mailed to students in December to solicit clinical placement plans. The laboratory fee will be paid to the Connell School of Nursing with an affirmative intention to register for clinical practicum in the next academic year. The amount will be credited in full to the individual's student account.

General Information

Accreditation

The Master of Science degree program is nationally accredited; see the web page at <http://www.bc.edu/nursing> for additional information.

Certification

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization.

Financial Aid

Applicants and students should refer to the Connell School of Nursing's website for Financial Aid resources at <http://www.bc.edu/schools/son/>. Refer to the Financial Aid section of this catalog for additional information regarding other financial aid information.

Deferral of Admission

Master's Program applicants wishing to be considered for deferral must submit a written request to the Office of Graduate Admission.

Applicants who do not enter the program the semester following the semester for which the deferral was granted will need to reapply to the program. This can be accomplished by submitting a letter requesting that their application be reactivated in addition to one updated letter of reference. No additional application fee will be required for applicants who reactivate within one year of the original application date.

Applicants who apply more than one year from their original application date will need to submit a new application packet and pay the application fee. Files that remain in deferral status for over one year will become inactive.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

Faculty

Marjory Gordon, *Professor Emerita*; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College

Carol R. Hartman, *Professor Emerita*; B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University

Margaret A. Murphy, *Associate Professor Emerita*; B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College

Jean A. O'Neil, *Associate Professor Emerita*; B.S., M.S., Boston College; Ed.D., Boston University

Ann Wolbert Burgess, *Professor*; B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University

Mary Elizabeth Duffy, *Professor and Director of Center for Nursing Research*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

Laurel A. Eisenhauer, *Professor and Associate Dean of Graduate Programs*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

Joellen W. Hawkins, *Professor*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

Dorothy A. Jones, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Post Master's Certificate (RNP), Ed.D., Boston University

Barbara H. Munro, *Professor and Dean*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

Callista Roy, C.S.J., *Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles

Judith A. Vessey, *Leila Holden Carroll Endowed Professor in Nursing*; B.S.N., Goshen College; M.S.N., Ph.D., University of Pennsylvania

Jane E. Ashley, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College

Barbara L. Brush, *Associate Professor*; B.S.N., Southeastern Massachusetts University; M.S.N., Ph.D., University of Pennsylvania

Nancy Fairchild, *Associate Professor*; B.S., Boston University; M.S., University of Rochester

Lois Haggerty, *Associate Professor*; B.S., Simmons College; M.S., Ph.D., Boston College

Loretta P. Higgins, *Associate Professor and Undergraduate Associate Dean*; B.S., M.S., Ed.D., Boston College

Jane Andrews Horowitz, *Associate Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Margaret Kearney, *Associate Professor*; A.B., Marlboro College; B.S.N., Columbia University; M.Ed., Plymouth State College; M.S., Boston College; Ph.D., University of California

Ronna Krozy, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

Ellen Mahoney, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.Sc., University of California, San Francisco

Carol L. Mandle, *Associate Professor*; B.S.N., M.S.N., University of Pennsylvania; Ph.D., Boston College

Sandra Mott, *Associate Professor*; B.S., Wheaton College; M.S., Boston College; Ph.D., University of Rhode Island

Anne Norris, *Associate Professor*; B.S., Michigan State University; B.S.N., Rush University; M.S., Ph.D., University of Wisconsin

Rita Olivieri, *Associate Professor*; B.S., M.S., Ph.D., Boston College

Joyce A. Pulcini, *Associate Professor*; B.S., St. Anselm's College; M.S., Boston University; Ph.D., Brandeis University

Judith Shindul-Rothschild, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

Rachel E. Spector, *Associate Professor*; B.S., M.S., Boston College; Ph.D., University of Texas

Patricia A. Tabloski, *Associate Professor*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

Paul Arnstein, *Assistant Professor*; B.S.N., St. Louis University; M.S.N., University of Utah; Ph.D., Boston College

Thomas W. Connelly, Jr., *Assistant Professor*; B.S.N., M.S., Syracuse University; Ph.D., University of Massachusetts, Amherst

Rosanna DeMarco, *Assistant Professor*; B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University

Pamela Grace, *Assistant Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville

Holly M. Harner, *Assistant Professor*; B.S.N., Gwynedd Mercy College; M.P.H., Harvard School of Public Health; M.S., Ph.D., University of Pennsylvania

Ditsapelo M. McFarland, *Assistant Professor*; B.S.N., University of Botswana; M.S.N., Russell Sage College; Ph.D., Boston College

Catherine Yetter Read, *Assistant Professor*; B.S.N., University of Illinois, Chicago; M.S., University of Illinois, Urbana; M.S., Salem State College; Ph.D., University of Massachusetts, Lowell

Robin Y. Wood, *Assistant Professor*; B.S. University of Michigan; M.S., Ed.D., Boston University

Mary Simonelli, *Adjunct Assistant Professor*; B.S.N., Marquette University; M.S.N., Boston College

Pamela Terreri, *Adjunct Assistant Professor*; B.S.N., Boston College; M.S.N., Boston University

Mary Ann Durkin, *Adjunct Instructor*; B.S., Lowell State College; M.S., Boston University

Katherine Barry Frame, *Adjunct Instructor*; B.S., M.S., Boston College; M.S., Salem State College

Dianne Chapell Hagen, *Adjunct Instructor*; B.S.N., State University of New York, Buffalo; M.S.N., Columbia University

Karen E. Hall, *Adjunct Instructor*; B.S., University of Michigan; M.S., Salem State College

Nanci Haze, *Adjunct Instructor*; B.S., Western Connecticut State University; M.S., Northeastern University

Michelle Mendes, *Adjunct Instructor*; B.S., Simmons College; M.S., Boston University; Ph.D. (cand.), University of Rhode Island

Judith Pirolli, *Adjunct Instructor*; B.S., M.S., Boston College

Mary Colleen Simonelli, *Adjunct Assistant Professor*; B.S.N., Marquette University; M.S.N., Boston College

Pamela Terreri, *Adjunct Assistant Professor*; B.S.N., Boston College; M.S.N., Boston University

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

NU 060 Professional Nursing I (Spring: 3)

An introduction to professional nursing within the context of all helping professions, exploring nursing's history, development of nursing knowledge, roles, and relationships with other professions. This course provides an introduction to the basic principles of research theory and methodology. Focus centers on the importance of research in the generation of nursing knowledge and the populations, settings, and types of phenomena addressed by nurse researchers.

The Department

NU 080 Pathophysiology (Fall/Spring: 3)

Prerequisites: BI 130, BI 131, BI 132, BI 133, CH 161, CH 163

Corequisites: BI 220, BI 221 may be taken concurrently

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

The Department

NU 120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)

Prerequisites: BI 130, BI 131, BI 132, BI 133; or concurrently; CH 161, CH 163, BI 220, BI 221; NU 080, NU 121 or concurrently

This course introduces the concept of health and age specific methods for nursing assessment of health. The course focuses on evaluation and promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture, and environment. Nursing assessment and analysis of data for nursing diagnosis are the components of clinical reasoning that are emphasized in this course.

The Department

NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)

Prerequisite: See NU 120

Campus and community laboratory experiences provide opportunities to apply theoretical concepts presented in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment.

The Department

NU 204 Pharmacology/Nutrition Therapies (Fall/Spring: 3)

Prerequisites: NU 120, NU 121, NU 080

Corequisites: NU 230, NU 231

This course focuses on the study of pharmacodynamic, and nutritional principles and therapies used in professional nursing.

The Department

NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)

Prerequisites: NU 100, NU 120, NU 121, NU 080

Corequisite: NU 231

This course focuses on the care of adults with altered states of health. Emphasis is placed on the application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions, and outcomes for adults in a variety of acute care settings.

The Department

NU 231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 100, NU 120, NU 121, NU 080

Corequisite: NU 230

This course focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions focus on developing basic intervention skills associated with care.

The Department

NU 242 Adult Health Nursing Theory II (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204, NU 216 or concurrently

Corequisite: NU 243

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. In this course, discussions are centered on planning, implementation, and evaluation of nursing care for individuals and the family as appropriate.

The Department

NU 243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204

Corequisite: NU 242

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.

The Department

NU 244 Childbearing Nursing Theory (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204

Corequisite: NU 245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, including normal and high risk pregnancies, and normal and abnormal events in women and health across the lifespan.

The Department

NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204

Corequisite: NU 244

This experience focuses on the application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities.

The Department

NU 250 Child Health Nursing Theory (Fall/Spring: 3)

Prerequisites: NU 244, NU 245

Corequisite: NU 251

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to illness, nursing judgments, and adapting plans of care to child and family.

The Department

NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 244, NU 245

Corequisite: NU 250

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, behavioral outcomes and nursing interventions in the care of children and their families coping with acute and chronic health problems.

The Department

NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)*Prerequisites:* NU 242, NU 243*Corequisite:* NU 253

This course focuses on the principles and concepts associated with mental illness and the care of patients and families with acute and chronic mental health problems.

*The Department***NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)***Prerequisites:* NU 242, NU 243*Corequisite:* NU 252

This course focuses on the application of the clinical reasoning process, diagnoses, interventions, and outcomes for patients and families with acute and long-term mental health problems. Special emphasis is placed on assessment, the establishment of a therapeutic relationship between the nurse and patient and participation in the therapeutic milieu.

*The Department***NU 260 Community Nursing Theory (Fall/Spring: 3)***Prerequisites:* NU 250, NU 251, NU 252, NU 253*Corequisite:* NU 261

This course focuses on individuals, families, and groups in the community setting. Emphasis is placed on the care of population groups and aggregates within this setting using the 11 functional health patterns as the organizing framework. The history and evolution of community health nursing, community health principles, case management concepts, and collaboration with other members of the health care team are addressed.

*The Department***NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)***Prerequisites:* NU 250, NU 251, NU 252, NU 253*Corequisite:* NU 260

This course focuses on individual, family, and community responses to actual or potential health problems. Health promotion, disease prevention, and care of clients with long term illness are addressed. The clinical reasoning process is used to determine nursing diagnoses, interventions, and outcomes to promote optimal level of functioning in families and groups in the community. Special emphasis is given to accessing community resources and evaluating care.

*The Department***NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)***Prerequisites:* NU 260, NU 261 or concurrently*Corequisite:* NU 262

This course provides intensive, in-depth clinical experience with a selected client population. Students work with clinical preceptors and faculty to synthesize nursing concepts, refine clinical reasoning competencies and use nursing research in practice. An average of nine hours of clinical laboratory weekly. A proposal for individual learning program and for a clinical placement is required.

*The Department***NU 264 Professional Nursing II (Fall/Spring: 3)**

This course focuses on the transition from the student to the practitioner role. The course provides the student with the opportunity to integrate previous and concurrent knowledge about nursing care; explore professional issues; view nursing as a profession as related to society's needs; and develop and articulate emerging trends that will have an impact on the profession. The types of research questions asked by nurses and their relationship to theory, health, research design, sample, data collection, and data analysis are discussed.

NU 270 Comparative Health Systems, Thailand (Spring: 3)

This course will provide an intensive historical, sociopolitical, and cultural perspective of health and health care delivery in Bangkok, Thailand. Classroom, clinical and field experiences are designed to provide students with a broad view of Thailand's history and culture. Clinical experiences will include observations within the different formal and informal health care systems in Thailand (private and public) in both urban (Bangkok) and rural (Chiang Mai) settings. Students will have the opportunity to engage in exchanges between nurses, nursing students, physicians, and other health care providers.

*Judith A. Vessey**Leila Holden***NU 299 Directed Independent Study (Fall: 3)**

Prerequisite: Senior nursing student with GPA of 3.0 or above in nursing courses

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities are research, clinical practice, and study of a nursing theory. Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean. Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will be conducted.

*The Department***NU 300 Honors Seminar (Fall: 3)**

Prerequisite: All required courses through Junior year; top 10 percent of class

This course helps the student understand the research process through discussion and the development of a research proposal.

*The Department***NU 302 Honors Project (Spring: 3)***Prerequisite:* NU 300

This course applies the knowledge of the research process through conducting a research project under the guidance of a faculty member.

*The Department****Undergraduate and Graduate Course Offerings*****NU 301 Culture and Health Care (Fall: 3)**

Topics covered include lectures and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and specific issues related to the safe and effective delivery of health care.

*Rachel E. Spector***NU 303 Adolescent Development and Health Care (Summer: 3)**

This course is designed to provide a broad theoretical approach to the study of adolescent growth and development as a basis from which to examine major health concerns and implications for interventions. Selected current health issues to be included are sexuality; teenage pregnancy and parenting; eating disorders; substance abuse; depression and suicide; self-destructive behaviors; and violence. Various support/intervention services available for treatment will be explored.

Pamela Burke

NU 305 Death and Dying (Spring: 3)

Prerequisite: Core Psychology and Philosophy courses completed

Open to juniors, seniors, and graduate students

This course focuses on the concepts of death and dying from a philosophical, cultural, and psychodynamic perspective. It includes discussions of the effect dealing with death has on the health giver and some intervention strategies.

Miriam Gayle Wardle

NU 306 Statistics for Nursing and Health Research (Summer: 3)

This course focuses on the understanding of statistics as it relates to quantitative research. Descriptive and inferential statistics are addressed. The basic knowledge needed to understand, apply, and interpret descriptive and inferential statistics for selected research questions and/or hypotheses relevant to nursing and health-related research will be included. Students will learn how statistics are used, when to use them, how to interpret SPSS printouts of common descriptive and inferential statistics, and how to critically appraise statistics in research reports in selected nursing research and health-related journals.

Mary E. Duffy

NU 308 Women and Health (Fall/Spring: 3)

Open to juniors, seniors, and graduate students

Using a feminist framework, this course will explore issues that affect the health and health care of women. Some of the areas to be included are the influences of environment, culture, health practices, and the decisions around research and resource allocation.

Loretta Higgins

NU 315 Victimology (Fall: 3)

This course examines the wide range of victimization experiences from the perspective of the victim, the offender, their families, and society. Crimes to be studied include robbery, burglary, car jacking, assault and battery, rape, domestic violence, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, and Internet crimes.

Ann Wolbert Burgess

NU 317 Forensic Mental Health (Spring: 3)

Prerequisite: NU 315 preferred

This course examines the assessment, diagnosis, and outcomes of people whose lives bring them into a judicial setting, either criminal or civil. Content will cover such topics as: forensic interviewing and evaluation; case formulation; DSM diagnosis; treatment modalities; criminal investigations and charges; state of mind; duty to warn; memory and recall; malingering; and secondary gain.

Ann W. Burgess

NU 318 Forensic Science I (Fall: 3)

The purpose of this course is to prepare students to understand basic scientific, ethical, and legal principles related to evidence acquisition, preservation, and application. Specifically, this course examines cases where there has been a death e.g. suicide, homicide, accidental, and criminal, as well as cases in which the victim is a survivor.

Ann W. Burgess

NU 320 Nursing in Faith Communities (Spring: 3)

Cross listed with TH 882

Prerequisite: B.S. in Nursing or permission of faculty. Can be an upper division elective for undergraduate students.

See course description under the Institute of Religious Education and Pastoral Ministry.

Carol Mandle

NU 325 Perspectives in Managed Health Care (Fall/Spring: 3) Restricted to Seniors and Graduate Students

The purpose of this interdisciplinary course is to introduce the participants to health care financing from private and public perspectives. It is designed for individuals who will interface with the managed care and health insurance industries in a professional capacity.

Judith A. Vessey

Graduate Course Offerings

NU 402 Nursing Science I (Fall: 6)

Corequisites: NU 408, NU 403, NU 204

The course focuses on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.

Jane Ashley

NU 403 Clinical Practice in Nursing I (Fall: 4)

Corequisites: NU 402, NU 408, NU 204

This course provides campus and community laboratory experiences in applying the theoretical concepts explored in Nursing Science I. The focus is on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. This will also focus on fostering skill in the planning and implementation of care for adults with an altered health status. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship, and basic psychomotor skills associated with care.

The Department

NU 406 Nursing Science II (Spring: 6)

Prerequisites: NU 402, NU 403

Corequisites: NU 204, NU 408, NU 420

The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

The Department

NU 407 Clinical Practice in Nursing II (Spring: 6)

Prerequisites: NU 402, NU 403, NU 204, NU 408

Corequisites: NU 406, NU 420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions, and outcomes as they relate to the care of individuals and families across the life span.

Anne Norris

NU 408 Pathophysiology (Fall: 3)

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

Nancy Fairchild

NU 411 Nursing Synthesis Practicum (Summer: 3)

Prerequisites: NU 406, NU 407

This course provides nontraditional nursing students with an opportunity to synthesize, to expand and to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, stu-

dents will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

The Department

NU 415 Conceptual Basis for Advanced Nursing Practice (Fall/Spring: 3)

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgement, including diagnostic, therapeutic, and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.

Dorothy Jones

NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (Fall/Spring: 3)

Prerequisite: NU 415

The course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. Opportunity is provided for the student to analyze selected ethical issues in specific patient situations and in the popular press.

Pamela Grace

NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)

Prerequisites: NU 415 and NU 416

The scope of advanced nursing practice within complex health care systems is the focus of this course. Dimensions of advanced nursing practice are explored with particular emphasis on the following: historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political, and social factors that influence health care delivery; organizational behavior; power and change; management and leadership, evaluation, and quality improvement; and research utilization and informatics.

Joellen Hawkins

Joyce Pulcini

NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring/Summer: 3)

Prerequisite: Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice. The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice.

Susan Chase

Laurel Eisenbauer

Patricia Tabloski

NU 426 Advanced Psychopharmacology (Spring: 3)

Prerequisite: Graduate standing

This course is for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course reviews the role of the central nervous system in behavior, and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multi-

cultural, legal, and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

Judith Shindul-Rothschild

NU 428 Theoretical Foundations of Gerontological Nursing (Spring: 3)

This course expands the theoretical foundations in nursing to include gerontology of aging persons and is designed for students providing health care to older clients in all clinical settings. Topics include the impact of changing demographics, theories of aging, age-related changes and risk factors that interfere with physiological and psychosocial functioning, and the ethics and economics of health care for the elderly. Emphasis is placed on research-based analysis of responses of aging individuals to health problems and interventions to prevent, maintain, and restore health and quality of life.

Ellen Mahoney

NU 430 Advanced Health Assessment Across the Life Span (Spring: 3)

Prerequisite: NU 672

Two credits lecture, One credit lab

Course is taken the semester prior to practicum entry.

This course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.

Barbara Brush

Carol Lynn Mandle

Joyce Pulcini

NU 441 Systems of Therapy in Psychiatric Mental Health Nursing Practice (Fall: 3)

This course is a requirement for graduate students who are specializing in psychiatric-mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. Selected theories include psychodynamic, interpersonal, behavioral, cognitive, crisis, brief, feminist and multicultural approaches. Video taped psychotherapy sessions are used to examine commonalities and differences in process and techniques. Psychotherapy modalities are critiqued for efficacy, the range of problems treated, the nature of the psychotherapeutic relationship, and sensitivity to differences in culture, race, age, and gender.

Judith Shindul-Rothschild

NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)

Prerequisite: NU 430

Corequisite: NU 441

Culture, race, ethnicity, gender, economics, and legal and ethical issues are discussed as influences on our understanding of mental health, diagnoses, and treatment. Clinical practicum involves a minimum of 250 supervised hours of PMH nursing practice with adults, families, and/or children and adolescents. Students develop advanced practice competencies that include conducting mental status evaluations, formulating diagnoses, developing treatment plans, and engaging in psychotherapeutic intervention.

June Andrews Horowitz

NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents, and Their Families (Fall: 3)

Prerequisites: NU 415, NU 417 or with permission of instructor

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research, with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.

Pamela Burke

Lois Haggerty

NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)

Prerequisites: NU 415, NU 417, NU 430, NU 452, and permission of the instructor

The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences and course assignments.

Lois Haggerty

Joellen Hawkins

NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)

Prerequisites: NU 430, NU 415, and NU 452

This course focuses on health promotion and maintenance, prevention of illness and disability, as well as assessment, diagnosis and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored. Students engage in precepted clinical practice where they apply their cognitive, affective, and psychomotor skills, guided by critical thinking and clinical decision making.

Mary Ann Durkin

Joyce Pulcini

NU 462 Advanced Theory in Adult Health Nursing I (Fall: 3)

The course will include exploration of theories and models underlying life processes and interaction with the environment for adolescents and adults with varied health states, ages, developmental, and gender characteristics. Ethical, diagnostic, and therapeutic reasoning processes are incorporated into developing assessment, diagnosis, intervention, and outcomes parameters.

Dorothy Jones

NU 463 Advanced Practice in Adult Health Nursing I (Fall: 6)

Prerequisites: NU 462 and NU 430

This course concentrates on assessment and diagnosis within the development of advanced adult health nursing practice based on theoretical knowledge and research. Clinical learning experiences focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables contributing to optimal levels of health care.

Susan Chase

Patricia Tabloski

NU 465 Advanced Practice in Gerontological Nursing I (Fall: 6)

Prerequisites: NU 415, NU 416, NU 430, NU 462

This course concentrates on nursing assessment, diagnosis, and interventions within gerontology based on theoretical knowledge, research, and practice. Common health problems of older adults within primary and long-term care settings are emphasized including care of persons with acute and chronic illness. Clinical learning experiences focus on the integration of ethical and diagnostic judgments within the context of functional health patterns to promote optimal levels of being and health.

Patricia Tabloski

NU 472 Advanced Theory in Community and Family Health Nursing I (Fall: 3)

This course is the first of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

Rachel Spector

NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)

Prerequisites: NU 472 and NU 430

This combined didactic and practicum course focuses on the assessment, diagnosis, and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance, and delivery of care strategies as they relate to individuals and families are emphasized.

Paul Arnstein

Barbara Brush

NU 480 Clinical Strategies for the Clinical Nurse Specialist (Spring: 3)

Prerequisites: NU 415, NU 416, NU 417, NU 420, NU 672, NU 520, and Specialty Theory I and II

Corequisite: Specialty Theory II can be taken concurrently

This clinical course concentrates on the direct care and indirect roles of the clinical nurse specialist (CNS). Students focus on the care of patients within a specialty area. A specialty area may be identified on the basis of patients with specified nursing or medical diagnoses, patients in specific health care delivery systems, and/or patients requiring specific nursing interventions. Within the framework of the course objectives and the student's selected area of specialization, the student (with faculty guidance and approval) develops and implements a plan for specialization.

The Department

NU 490 Physiologic Variables for Nurse Anesthesia I: Respiratory (Spring: 3)

This course is an in-depth study of the anatomy, physiology, and pathophysiology of the respiratory system and related anesthesia implications for the whole person. The concepts of ventilation and perfusion as well as oxygen transport will be examined. Assessment of baseline pulmonary function and alterations seen in common disease states will be reviewed. The effect of compromised pulmonary function and implications for the patient and the anesthesia plan will be discussed. The effect of surgery and anesthesia on the respiratory system will be emphasized.

NU 491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry including the chemical structure of compounds and their significance in pharmacology will be explored. The role of acid-base balance in maintaining the body's internal milieu and cellular integrity will be examined. The emphasis will be placed on the assimilation and integration of scientific theory into practice.

NU 492 Basic Principles of Nurse Anesthesia Practice (Summer: 3)

An historical perspective of the nurse anesthetist role will be explored, and current anesthesia practice and techniques will also be described. Students will be introduced to anesthesia delivery systems and to concepts of patient safety and advocacy. Specific local and national legal aspects of nurse anesthesia practice will be examined.

NU 493 Pharmacology of Anesthetics and Accessory Drugs (Summer: 3)

This course is a study of the pharmacologic theories as they relate to nurse anesthesia practice. The application of pharmacokinetic and pharmacodynamic principles as they relate to specific anesthetic and adjunct drugs used in anesthetic practice will be explored. Ethical, legal and economic considerations of drug selection will also be discussed as the student learns to develop an anesthesia plan of care.

NU 494 Physiologic Variables for Nurse Anesthesia II: Cardiovascular (Summer: 3)

This course builds on basic concepts of the anatomy, physiology, and pathophysiology of the cardiovascular system and provides in-depth information about the cardiovascular system and anesthesia. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of both systemic and pulmonary circulation will be explored. Measures to evaluate cardiovascular function, including electrocardiography, cardiac output, blood volume and arterial and venous pressures will be described using clinical examples. Alterations in normal anatomy and physiology and implications for the anesthetic plan for both non-cardiac and cardiac surgery will be discussed.

NU 520 Nursing Research Theory (Fall: 3)

Prerequisite: Undergraduate statistics course

Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students, and non-matriculated nursing students with permission of instructor.

Qualitative and quantitative research methods, including experimental/quasi-experimental, correlational, and descriptive designs, are presented. Research design considerations include fit with research questions, control of threats to validity, and sampling and data collection plans in the context of issues of language, gender, ethnicity, and culture.

Margaret Kearney

NU 523 Computer Analysis of Health Care Data (Fall: 3)

Prerequisites: A statistics course, NU 520, concurrent with NU 520, or with permission of instructor

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze healthcare data using appropriate software packages. An existing data set will provide practical experiences. Course content will include defining research questions, data coding and entry, and using descriptive and inferential statistics for hypothesis testing. Students will explore online resources to access health care information.

Anne Norris

NU 524 Master's Research Practicum (Fall/Spring: 3)

Prerequisite: NU 520 or concurrently

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, a research utilization proposal, or through participation with faculty in ongoing research.

The Department

NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)

Prerequisite: NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research on a topic related to the student's specialty area. Students work independently to develop a publishable integrative review manuscript under guidance of faculty.

The Department

NU 541 Stress and Trauma: Individual/Family Responses (Spring: 3)

Required for graduate Psychiatric Mental Health nursing students Open to a limited number of graduate students in other nursing specialties, as well as non-nursing graduate students involved in counseling/therapy.

This course examines the existing and evolving theories of stress responses and responses to trauma, particularly post-traumatic stress disorder. Preventive and therapeutic interventions will be examined in relation to scope and limitations.

Ann Wolbert Burgess

NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)

Prerequisites: NU 443, NU 430, NU 426

Students apply DSM-IV systems to examining clinical case material. Diagnostic and treatment issues concerning culture, race and ethnicity, gender, prevalence, prognosis, clinical course, and familial patterns are discussed. Treatment approaches and allocation of services are analyzed. Students engage in practice activities for a minimum of 250 hours which build on experiences in NU 443 to increase their diagnostic and clinical reasoning ability, and psychotherapeutic intervention skills.

June Andrews Horowitz

NU 552 Advanced Theory II: Human Response Patterns of Women, Children, Adolescents, and Their Families (Spring: 3)

Prerequisites: NU 415, NU 417, or with permission of instructor

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. The continuing evolution of health care delivery systems in the United States as well as political and policy issues at the national and international levels and their impact on advanced practice in MCH are explored.

Pamela Burke

Lois Haggerty

NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)

Prerequisites: NU 417, NU 453, and permission of instructor required

This course concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care, as well as the indirect role functions in advanced practice as Clinical Nurse

Specialists/Nurse Practitioners. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences and course assignments.

Lois Haggerty

Joellen Hawkins

NU 557 Advanced Practice in Ambulatory Care Nursing of Children II (Spring: 6)

Prerequisites: NU 457, NU 552

The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with preceptors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.

Pamela Burke

Joyce Pulcini

NU 562 Advanced Theory in Adult Health Nursing II (Spring: 3)

Prerequisite: NU 462

This course concentrates on the development, use, analysis, and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced adult health nursing practice are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal, and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments. Linkages between theory, practice, and research are explored.

Dorothy Jones

NU 563 Advanced Practice in Adult Health Nursing II (Spring: 6)

Prerequisite: NU 463

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

Susan Chase

Patricia Tabloski

NU 565 Advanced Gerontologic Nursing Practice II (Spring: 6)

Prerequisites: NU 417, NU 420, NU 465, NU 672

Concentrating on implementation, evaluation, and development of advanced nursing practice in gerontologic care based on theoretical knowledge and research. Clinical learning experiences focus on the integration of ethical, diagnostic, and therapeutic judgments in the health care of older adults across the continuum of care with particular emphasis on long term care settings with the goal of promoting optimal levels of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health.

Patricia Tabloski

NU 572 Advanced Theory in Community and Family Health Nursing II (Spring: 3)

Prerequisites: NU 472, NU 430

This course is the second of a series in theories relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories, and research needed to thrive in the advanced practice role. Emphasis is on health promotion,

helping individuals, families, and aggregates to attain optimum levels of wellness. Theories and related research from nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.

Paul Arnstein

NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)

Prerequisites: NU 430, NU 472, NU 473, and NU 572

This combined didactic and practicum course continues to integrate the assessment, diagnosis, and management of selected primary health care problems for individuals and families. This course emphasizes management of complex health problems.

Paul Arnstein

Barbara Brush

NU 590 Physiologic Variables for Nurse Anesthesia III: Neurological, Endocrine, and Renal (Fall: 3)

This course builds upon the clinical physiology of the neurological, endocrine, and renal systems. The focus of discussion will be on the anatomy and physiology of the nervous system including nerve action potential, neuromuscular transmission, the autonomic nervous system, neurotransmitter, and cerebral blood flow. Also, normal physiology of the endocrine and renal system will be studied including the more commonly seen alterations in these systems. Emphasis will be placed on the anesthetic implications of caring for patient with high-risk conditions.

NU 591 Clinical Practicum in Nurse Anesthesia I (Fall: 3)

This course provides the opportunity for students to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic, and ethical judgments with the perioperative patient. Students progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through weekly seminars. This course contains an intensive clinical practicum with CRNA preceptors that facilitates the development of nurse anesthetist skills.

NU 592 Advanced Principles for Nurse Anesthesia Practice (Spring: 3)

This course focuses on selected problems associated with the provision of anesthesia for specialty and emergency surgeries. It explores anesthesia considerations related to the diverse needs of persons across the life span. Special attention is given to the anesthesia needs of the maternity, pediatric, and the aging patient. Content also addresses the specialty areas of acute and chronic pain management, and outpatient surgery. Attention is given to patient comfort and safety issues implicit in surgical interventions and anesthesia delivery.

NU 593 Clinical Practicum in Nurse Anesthesia II (Spring: 3)

This course provides the opportunity for students to integrate theoretical knowledge and research findings into nurse anesthetist practice within the clinical setting. Students progress by providing anesthesia care for adults and children with more complex health problems. The guidance of CRNA faculty preceptors contributes to the development of the student's critical thinking.

NU 595 Clinical Practicum in Nurse Anesthesia III (Summer: 3)

This course focuses on the delivery of anesthesia care within advanced nursing practice in a broad range of clinical situations for patients with multiple, complex health problems. Through the refinement of assessment and management skills, critical thinking is further developed. Collaborative practice within a care team model

is emphasized. With supervision, the student assumes more overall responsibility for the health care setting's quality of care for the patients throughout the perioperative experience.

NU 672 Physiological Life Processes (Fall/Spring: 3)

Prerequisite: Baccalaureate degree in nursing or permission of the instructor

A study of the physiological theories applicable to nursing. Focus is on normal and abnormal life processes with application to exemplar cases. The unit on normal cell physiology is followed with specific reference to cellular and/or systemic dysfunction. Topics begin with cellular physiology and move to the nervous system form and function, then to muscle and blood processes, then through processes of cardiovascular, respiratory, gastrointestinal, renal, and endocrine regulation.

Susan Chase

NU 699 Independent Study in Nursing (Fall/Spring: 3)

Prerequisite: Permission of an instructor and the chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty member. A written proposal for an independent study in nursing must be submitted to the department chairperson.

The Department

NU 701 Epistemology of Nursing (Fall: 3)

Prerequisite: Doctoral standing; PL 593 or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

Sr. Callista Roy

NU 702 Strategies of Knowledge Development (Spring: 3)

Prerequisite: NU 701

This course includes concept and statement analysis, synthesis, and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of probability and the processes for deriving and ordering such statements are analyzed. Issues and examples of empirical, deductive, interpretive, and statistical strategies for developing knowledge are examined.

Sr. Callista Roy

NU 710 Themes of Inquiry: Clinical Topics (Spring: 3)

Prerequisite: NU 702

This course analyzes selected middle-range theories related to life processes. Emphasis is placed on the structure of knowledge, research design, and selected current research programs in nursing. Emerging themes of life processes at the individual, family, and group levels are considered.

June Andrews Horowitz

NU 711 Themes of Inquiry: Clinical Judgment (Fall: 3)

Prerequisite: NU 702

In this course, students examine several programs of nursing research as themes of inquiry. Analysis and synthesis of selected middle range theories related to the clinical science of nursing, that is, the diagnosis and treatment of health patterns and responses. Examination of state of the art research in ethical and diagnostic-therapeutic judgment is used as a basis for generating further research questions.

Pamela Grace

Lois Haggerty

NU 740 Nursing Research Methods: Quantitative Approaches (Fall: 3)

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of quantitative methodologies to a variety of research questions is explored. Emphasis is placed on types of quantitative research designs, sampling strategies and sample size considerations, data collection procedures, instrumentation, data analysis, interpretation, and communicating results.

Mary Duffy

NU 744 Statistics: Computer Application and Analysis of Data (Spring: 3)

Prerequisite: NU 742

A study of the interrelations between research design and quantitative analysis of data. The focus will be on the use of analytic software on the personal computer to create, manage, and analyze data. The specific statistical techniques will include those most frequently reported in the research literature of the health sciences.

Barbara Hazard Munro

NU 746 Measurement in Nursing Research (Fall: 3)

Prerequisites: NU 740 and NU 744

This course focuses upon measurement theory and practice as it is used in nursing and health-related research. Measurement theory and major concepts of norm-referenced and criterion-referenced approaches are explored. Emphasis is placed on the critical appraisal of the psychometrics of various types of instruments within the two measurement approaches, including physiological and observational measurement, and bio-behavioral markers, interviews, questionnaires, and scales.

Anne Norris

NU 750 Qualitative Research Methods (Fall/Spring: 3)

Prerequisite: NU 740

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of qualitative and combined qualitative-quantitative methodologies to research questions will be explored. The relationship of data production strategies to underlying assumptions, theories, and research goals will be considered.

Margaret Kearney

NU 751 Advanced Qualitative Methods (Spring: 3)

Prerequisite: NU 750 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required

This seminar is designed for students in nursing and other disciplines who are taking a qualitative approach to research. The course will provide experience in qualitative data collection and analysis, as well as presenting findings for publication.

Margaret Kearney

NU 753 Advanced Quantitative Nursing Research Methods (Spring: 3)

Prerequisite: NU 742 or permission of instructor

This seminar is designed to guide doctoral students in the design and conduct of quantitative research studies in their chosen areas of focus. The seminar builds on the knowledge attained in previous research design and statistics courses. The doctoral student is expected to apply this knowledge in the development of a research proposal that will serve as the basis for the doctoral dissertation.

Mary E. Duffy

NU 801 Master's Thesis (Spring: 3)

Prerequisites: Six credits of research, including NU 520 and one of the following: NU 523, NU 524, or NU 525. Specialty Theory and Practice I and II as well as NU 417 or concurrently.

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.

The Department

NU 802 Thesis Direction (Fall/Spring: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

NU 810 Research Practicum I (Fall/Spring: 1)

Prerequisite: NU 701 or concurrently

This is the first in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration, and to collaborate with faculty on existing projects and publications.

The Department

NU 811 Research Practicum II (Spring: 1)

Prerequisites: NU 810, NU 702, or concurrently

This is the second in the series of four research practica that offer the student the continuation of practicum with emphasis on individually developed research experiences that contribute to the design of a preliminary study.

The Department

NU 812 Research Practicum III (Fall/Spring: 1)

Prerequisites: NU 810, NU 811

This is the third in the series of four research practica that offers the student individualized research experience in a concentration area. The student begins to implement a small research study (qualitative or quantitative methodology).

The Department

NU 813 Research Practicum IV (Fall/Spring: 1)

Prerequisites: NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student individualized research experience in a concentration area. Continuation of preliminary research study begun in NU 811 and NU 812, with emphasis on data analysis, drawing conclusions, and communication of findings/implications.

The Department

NU 820 Expanding Paradigms for Nursing Research (Fall: 3)

Prerequisites: NU 702, NU 812, NU 710, or concurrently

Review and synthesis of research related to selected clinical research topics within the substantive knowledge area that is the focus of study: a given human life process, pattern, and response, or diagnostic or ethical judgment.

Dorothy Jones

NU 821 Nursing Research and Health Policy Formulation (Spring: 3)

Prerequisite: NU 820

Course is for doctoral students interested in health services research. Social, economic, and political influences on health policy internationally and nationally are analyzed from a political economy perspective. Students critique and debate a variety of health care reforms to enhance quality, assure access, and improve cost efficiency.

The application of nursing research in outcome studies, program evaluation, and needs assessment is explored. Strategies are designed to promote role development and utilization of the nurse researcher in academic and clinical settings.

Judith Shindul-Rothschild

NU 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

NU 901 Dissertation Advisement (Fall/Spring: 3)

Prerequisite: Doctoral Comprehensives

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 902 Dissertation Advisement (Spring: 3)

Prerequisite: NU 901 or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 998 Doctoral Comprehensives (Fall/Spring: 0)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

NU 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation, after taking six credits of Dissertation Advisement, are required to register for Doctoral Continuation each semester until the dissertation is completed. Doctoral Continuation requires a commitment of at least twenty hours per week working on the dissertation.

The Department

Graduate School of Social Work

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or community organization, policy, planning and administration on the Master's level. Course clusters in practice areas, such as Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work, Gerontology, and Social and Economic Development are also available within the Master's level concentrations. The School also offers a practice-research oriented Doctoral program that combines the scientific orientation of research with the service orientation of the social work profession.

PROFESSIONAL PROGRAM: MASTER'S LEVEL

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also complete the program on a part-time basis. All degree requirements are to be fulfilled within a period of four years.

Off-campus Opportunities: In addition to Chestnut Hill, a major portion of the part-time component is available at sites in Worcester, Southeastern Massachusetts, the Springfield areas, and in Portland, Maine. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic areas.

Social Work Practice

The foundation course in social work practice is designed to acquaint students with the generic aspects of theory and practice skills common to all modes of intervention with individuals, families, small groups, and communities. It also incorporates a prerequisite bridging component, relating the content to the specific modes in which the students plan to concentrate. There are also several free-standing practice electives that combine or transcend concentration-specific methods.

- SW 700 Introduction to Social Work Practice
- SW 790 Social Work in the Work Place
- SW 798 Human Services in Developing Countries
- SW 799 Independent Study: Practice Sequence
- SW 815 Impact of Psychosocial Issues on Learning
- SW 820 Advanced Social Work Practice in Response to the AIDS Epidemic
- SW 825 Social Work with Groups
- SW 830 Social Work and Pastoral Ministry
- SW 879 Social Work Practice with Women
- SW 880 Social Work Practice in Child Welfare

Social Welfare Policy and Services

Foundation courses in the Social Welfare Policy and Services area are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation courses and electives with advanced content.

- SW 701 The Social Welfare System
- SW 702 Social Policy Analysis
- SW 802 The Challenge of the Aging Society: Issues and Options
- SW 805 Issues in Family and Children's Services
- SW 807 Social Policy and Services in the Global Context
- SW 808 Legal Aspects of Social Work

- SW 813 Comparative Policy Analysis and Field Experience
- SW 814 Policy and Ethical Issues in Contemporary Health Care
- SW 818 Forensic Issues for Social Workers—Focus: Prison
- SW 819 SWPS Independent Study

Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student a knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are the following:

- SW 721 Human Behavior and the Social Environment
- SW 722 Psychosocial Pathology
- SW 723 Racism, Oppression, and Cultural Diversity
- SW 724 Social Work Perspectives on Organizations and Communities
- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 821 The Emerging Self Across the Life Span
- SW 822 The Traumatic Impact of Victimization on Child and Adolescent Development
- SW 828 Adult Relationships
- SW 833 Social Gerontology
- SW 834 Managed Care: Behavioral, Socio-Political, and Economic Aspects
- SW 838 Family and Children's Services: Group/Independent Study
- SW 839 HBSE Independent Study

Social Work Research

Research is viewed as an action-oriented method of social work intervention, building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups. Foundation and elective courses include the following:

- SW 747 Research Methods in Social Work Practice
- SW 751 Quantitative Methods in Social Work Practice
- SW 848 Women's Issues: Policy and Research
- SW 849 Independent Study in Research
- SW 850 Group Independent Study in Research
- SW 851 Policy Analysis Research for Social Reform

Field Education

Social Work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in hands-on experience; to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies, clinics, hospitals, schools and prisons, community, social, and health planning agencies, and in selected occupational settings. Field offerings include the following:

- SW 921 Field Education I
- SW 932 Field Education II, CSW
- SW 933-934 Field Education III-IV, CSW
- SW 942 Field Education II, COPPA
- SW 943-944 Field Education III-IV, COPPA

Clinical Social Work

Clinical Social Work is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal, and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning. The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice. The course offerings are as follows:

- SW 762 Basic Skills in Clinical Social Work
- SW 855 Advanced Clinical Practice with Children and Families: Assessment, Intervention and Evaluation Research
- SW 856 Advanced Clinical Practice with Adults: Assessment, Intervention, and Evaluation Research
- SW 860 Couples Therapy
- SW 863 Cross-Cultural Social Work
- SW 864 Group Therapy
- SW 865 Family Therapy
- SW 866 Therapeutic Interventions with the Aged
- SW 867 Clinical Social Work Treatment of Children and Adolescents
- SW 868 Integrative Seminar in Clinical Social Work
- SW 869 Clinical Social Work Independent Study
- SW 870 Clinical Social Work Group Study
- SW 871 Social Work in an Extreme, Stressful Environment: The Prison
- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 874 Adult Psychological Trauma: Assessment and Treatment
- SW 876 Time-Effective Therapy
- SW 878 Adolescent Mental Health Treatment

Community Organization, Planning, Policy, and Administration

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice, and commitment to social justice, the concentration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions in their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for the following:

- Planning, implementing, and managing human services
- Using participatory strategies that involve individuals, groups, and organizations in planned development processes
- Providing executive leadership that is both creative and practical for private and public human service agencies
- Advancing social policy that enhances the well-being of individuals, families, communities, and society, with special regard for the needs of low-income and otherwise vulnerable populations
- Researching, analyzing, and evaluating policies and programs

Students may choose varied foci within the concentration. These prepare social workers for staff and leadership roles in advocacy, community development, policy development, social planning, and policy analysis, as well as managers committed to social work goals and skilled in techniques of human services administration. By grouping electives, students may also emphasize a field of practice.

The concentration builds on the School's foundation courses with a methods course, a human behavior/social environment corollary, and first year field curriculum designed for all COPPA students. In addition, it pairs advanced methods courses with a second year methods-specific field practicum, while offering supplementary electives. Course offerings are as follows:

- SW 800 Basic Skills in Macro Practice
- SW 809 Administration of Human Services Programs
- SW 810 Seminar in Administration: Financial Management
- SW 816 Supervision and Staff Management
- SW 883 Social Planning in the Community
- SW 884 Strategic Planning
- SW 887 Urban Development Planning
- SW 888 Seminar in Community Organization and Political Strategy
- SW 897 Planning for Health and Mental Health Services
- SW 899 COPPA Independent Study

DUAL DEGREE PROGRAMS

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College. Particulars on each are available from the respective Admission Offices, and candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry) in conjunction with the Boston College Institute of Religious Education and Pastoral Ministry was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences and the Lynch School of Education, the Graduate School of Social Work has instituted an Accelerated B.A./M.S.W. Program (Three/Two Program) that enables Psychology, Sociology, and Human Development majors to complete the Social Work foundation curriculum during their junior and senior years. Students receive the B.A. at the end of four years, then enroll formally in the Graduate School of Social Work for a final year of study in the M.S.W. program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the College of Arts and Sciences.

PROFESSIONAL PROGRAM: DOCTORAL LEVEL

The School offers a practice-research oriented Ph.D. program for M.S.W. graduates interested in pursuing careers in teaching, research, and practice. The Ph.D. program is designed to help students develop the ability to analyze theories critically; understand the theoretical, philosophical, and empirical foundations of social

welfare; and acquire skill in applying tools of scientific inquiry. In addition the program affords the opportunity for further specialization in a social problem or issue, an intervention approach, and research methods.

The program consists of a minimum of 14 academic courses, a qualifying exam, and a dissertation. The course schedule has been designed for either full-time or part-time study, generally over three years. Part-time students are expected to carry two courses each semester. Some credits may also be obtained in the May-July Intersession to facilitate completion of degree requirements.

The curriculum includes eight common courses which provide an introduction to a range of social and behavioral theories and to social policies and theories of social change, leadership, and organizational behavior along with training in research methods and statistics. Students also choose six electives which meet their individual career goals and provide opportunities for in-depth study and specialization in a substantive area. These include formal courses as well as teaching laboratories, research laboratories, or independent study projects with faculty mentors.

A total of fifty-one (51) credit hours is required to complete the degree: forty-two (42) credits for academic courses and nine (9) credits for the dissertation. Before beginning research on the dissertation, the student must pass a qualifying examination.

Required courses include the following:

- SW 966 An Introduction to Research Methods and Statistics
- SW 967 Statistical Analysis for Social Work Research
- SW 968 Multivariate Analysis and Statistical Modeling
- SW 971 Theories and Research on Human Development and Change Processes
- SW 972 Theories and Research on Social Relationships
- SW 985 Social Policy and Social Welfare: Institutional and Philosophical Contexts
- SW 986 Theoretical and Research Perspectives on Social Change
- SW 987 Theories and Research on Societal Processes
- Independent Studies, Tutorials, Teaching Labs, Dissertation Direction, and Professional Workshops by arrangement

CONTINUING EDUCATION

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Some of the topics recently offered were related to loss and grief, delivering services to children who have been exposed to violence, treatment of substance abuse disorders, and understanding self-mutilative behavior.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its fifteenth year, was founded by Dr. Vincent Lynch, Director of Continuing Education, and continues to be held in a variety of cities throughout the United States. It is a conference that is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02467.

Faculty

June Gary Hopps, *Professor Emerita*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University

Richard A. Mackey, *Professor Emeritus*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

Elaine Pinderhughes, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University

Robert L. Castagnola, *Associate Professor Emeritus*; B.S., M.S.W., Boston College

Albert F. Hanwell, *Associate Professor Emeritus*; B.S., M.S.W., Boston College

Betty Blythe, *Professor*; B.A., Seattle University; M.S.W., Ph.D., University of Washington

James Garbarino, *Professor*; B.A., St. Lawrence University; M.A.T., Ph.D., Cornell University

Alberto Godenzi, *Professor and Dean*; M.A., Ph.D., University of Zurich, M.B.A., Open University

Demetrius S. Iatridis, *Professor*; A.B., Washington Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

Karen K. Kayser, *Professor*; B.A., Michigan State University; M.S.W., Ph.D., University of Michigan

James Lubben, *Louise McMahon Ahearn Professor*; B.A., Wartburg College; M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley

Anthony N. Maluccio, *Professor*; B.A., Yale University; M.S., D.S.W., Columbia University

Pauline Collins, *Associate Professor*; B.A., University of Michigan-Dearborn; M.A., M.S.W., Ph.D., University of Michigan

Hugo Kanya, *Associate Professor*; Dip. Philosophy and Religious Studies, University of Nairobi; M.S.W., Boston College; M.Div., Harvard University; Ph.D., Boston University

Kevin J. Mahoney, *Associate Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

Kathleen McInnis-Dittrich, *Associate Professor*; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

Thomas O'Hare, *Associate Professor*; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

Nancy W. Veeder, *Associate Professor*; A.B., Smith College; M.S., Simmons College; C.A.S., Smith College; Ph.D., Brandeis University; M.B.A., Boston College

Leon F. Williams, *Associate Professor*; B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

Paul Kline, *Adjunct Associate Professor*; B.A., St. Bonaventure University; M.S.W., Ph.D., Boston College

Richard H. Rowland, *Adjunct Associate Professor*; B.S., University of Wisconsin; M.S.S.S., Boston University; Ph.D., Brandeis University

Thomas Walsh, *Adjunct Associate Professor and Interim Associate Dean*; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

John McNutt, *Assistant Professor*; B.A., Mars Hill College; M.S.W., University of Alabama; Ph.D., University of Tennessee

Marcie Pitt-Catsoupes, *Assistant Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

Robert Dunigan, *Instructor*; B.A., Western Michigan University; M.S.W., Boston College; Ph.D. (candidate), Brandeis University

Robin Warsh, *Lecturer*; B.S., American University; M.S.W., University of Connecticut

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

SW 600 Introduction to Social Work (Fall/Spring: 3)

Cross listed with PS 600/SC 378

Available to non-M.S.W. graduate students

An overview of the broad field of social work. Starting with a discussion of its history and the relevance of values and ethics to its practice, the course then takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

The Department

Graduate Course Offerings

SW 700 Introduction to Social Work Practice (Fall: 3)

Corequisite: SW 921

Required of all students

Prerequisite for all other Practice courses

A course designed to provide students with foundation knowledge in those generic aspects of theory and practice skill common to social work with individuals, families, small groups, and communities. The theoretical base combines content in theory, research, and practice wisdom. The practice skill component includes generic methods of exploration and data gathering, assessment and planning, intervention, and evaluation with application to field experience.

The Department

SW 701 The Social Welfare System (Fall: 3)

Prerequisite for all other Policy courses

Required of all students

An examination of the nature of social welfare and of the social, political, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and needs. This course is conceptually related to SW 702 and features a participating Social Policy Action Day at the State House.

The Department

SW 702 Social Policy Analysis (Spring: 3)

Prerequisite: SW 701

Required of all students

An exploration of alternative strategies to the solution of social problems through analysis of specific social welfare policy issues (such as income maintenance, housing, and health) and their priorities nationally. Emphasis is directed towards the poor, minorities, women, unemployed, elderly, children, and other "at risk" groups.

The Department

SW 721 Human Behavior and the Social Environment (Fall: 3)

Prerequisite for Advanced HBSE and Clinical electives

Required of all students

Cross listed with PS 721

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender and other differences which mediate the interface of these human systems with their environment.

The Department

SW 722 Psychosocial Pathology (Spring: 3)

Prerequisite: SW 721

Required of Clinical Social Work students; elective for others

An examination of the etiology and identification of adult mental disorders utilizing the Axis I-V diagnostic format of the DSM IV-TR. Focus is on psychological, genetic, and biochemical theories of mental illness, biopsychosocial stressors in symptom formation, assessment and treatment, cultural determinants in psychopathology, differential diagnosis, and drug therapies.

The Department

SW 723 Racism, Oppression, and Cultural Diversity

(Fall/Spring: 3)

Required of all students during the first year

An analysis of the current issues and problems in American racism. These are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social Work's responsibility to contribute to solutions is emphasized.

The Department

SW 724 Social Work Perspectives on Organizations and Communities (Spring: 3)

Prerequisite: SW 721

Required of COPPA students; elective for others

A seminar designed to provide students with an understanding of the social context in which social work is practiced. Its purpose is two-fold: to examine how the behavior of individuals is influenced by the organizations in which they work as well as by the values and norms of today's culture; and to identify points of social work intervention, that is, how social workers can effect change within organizations and communities by working collaboratively with individuals and groups in the pursuit of social justice.

Marcie Pitt-Catsouphes

SW 727 Substance Abuse: Alcohol and Other Drugs

(Fall/Spring: 3)

Prerequisite: SW 721

Required for Occupational Social Work, Forensic Social Work, and Social/Economic Development Field of Practice options; elective for other students

A course providing an overview of alcohol/drug use, abuse, and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

Robert Dunigan

Thomas O'Hare

SW 747 Research Methods in Social Work Practice (Fall: 3)

Required of students in First Year

Prerequisite for all advanced research courses

An introduction to elementary research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements, and the use of descriptive and inferential statistics for data analysis and hypothesis testing.

The Department

SW 751 Quantitative Methods in Social Work Practice (Spring: 3)

Prerequisite: SW 747

Required of students in First Year

Prerequisite for all advanced research courses

Content includes the use of bivariate and multivariate techniques of data analysis involving two or more samples, and focuses

on hypothesis testing utilizing parametric and non-parametric techniques to analyze practice problems. Topics include bivariate analysis, analysis of variance, linear regression analysis, measures of association and correlation, and an extended discussion of research designs, and sampling theory and designs.

The Department

SW 762 Basic Skills in Clinical Social Work (Spring: 3)

Prerequisite: SW 700 and SW 721

Corequisite: SW 932 (academic year)

Required of Clinical Social Work students

An overview of interventive approaches emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals and families. Special attention is given to direct supportive work with the client and indirect work with the immediate environment and community resources. Concepts of prevention and advocacy are explored.

The Department

SW 790 Social Work in the Work Place (Spring: 3)

Prerequisite: SW 700

Required for Occupational Social Work Field of Practice option; elective for other students

An examination of the establishment and delivery of social services within the industrial setting. The course explores the various models of service delivery including employee assistance programs, occupational alcoholism, and professional social service programs.

The Department

SW 798 Human Services in Developing Countries (Fall: 3)

Prerequisite: SW 700

Elective

This course examines the role of the social work profession in international social development. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. The students take a three-week tour of the country in order to study social problems and learn about the cultural context of delivery of human services in other countries.

The Department

SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)

Prerequisite: SW 700

Elective for M.S.W. students

A course offering the student an opportunity to examine in-depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between COPPA and clinical social work.

The Department

SW 800 Basic Skills in Macro Practice (Spring: 3)

Prerequisite: SW 700 and SW 721

Corequisite: SW 942 (academic year)

Required of COPPA students

A course building on SW 700 and introducing students to specific knowledge and skills useful to achieve change in organizational and community settings. These include needs assessment, goal and objective setting in the planning process, and basic techniques of evaluation.

The Department

SW 801 Interprofessional Collaboration (Spring: 3)

Prerequisite: SW 700

This course will prepare professionals from different disciplines to collaborate in a transdisciplinary fashion for effective services to

children-at-risk. Transdisciplinary (or interprofessional) work involves joint planning and delivery of services and at times blending roles as appropriate in the best interests of the identified client with special needs. This elective will define the need for, barriers to, and strategies of successful transdisciplinary collaboration among clinical, educational, and nursing practitioners. Parent perspectives and cultural differences as related to providing or accepting services will be examined.

The Department

SW 802 The Challenge of the Aging Society: Issues and Options (Spring: 3)

Prerequisites: SW 701-702

Required for Gerontology Field of Practice option; elective for other students

A seminar designed to help students develop their understanding of the major policy issues relative to the aged in American society. Areas discussed include income maintenance, social security, health care, long-term care, social services, housing, and special concerns of minority aged. A second course goal is to aid students in the development of an understanding of the theoretical/research perspectives with application to questions of policy and aging. The major objective of the course is for students to link theory and policy and thereby develop means of exploring order and change in American policy toward aging and the aged.

Kevin J. Mahoney

SW 805 Policy Issues in Family and Children's Services (Spring: 3)

Prerequisites: SW 701-702

Required for Child Welfare Field of Practice option; elective for other students

A critical examination of alternatives in evaluating, formulating, and implementing policies and programs in the area of family and children's services through the analysis of specific issues in this field of practice. Students select the issues to be considered during the first class session. The scope of these issues includes: foster care, group care, adoption, protective services to battered and neglected children and the elderly, day care, services to delinquents, aging, family and child advocacy, licensing, services to unmarried parents, services to the mentally retarded, etc. Each student has the responsibility of planning one class session with the instructor.

Robin Warsh

SW 807 Social Policies, Programs, and Services in the Global Context (Spring: 3)

Prerequisites: SW 701-702

Elective

An advanced course designed to focus on basic social policy practice issues of development. In the context of social justice and equality, it provides an international social policy perspective on the following: social work practice in selected less developed and developing countries, and selected crucial social policy practice issues such as hunger, poverty, and powerlessness.

The Department

SW 808 Legal Aspects of Social Work (Spring: 3)

Prerequisites: SW 701-702

Elective

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal con-

text. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

The Department

SW 809 Administration of Human Services Programs (Spring: 3)

Prerequisite: SW 800

Corequisite: SW 944 or permission of the instructor

Required of COPPA students

A course providing an understanding of the context and skills needed by administrators to design, implement, and manage programs successfully in community agencies and other human service settings. Topics include leadership, program development, resource and staff management, intra-agency and community relations, and monitoring of client flows and program outcomes.

Richard H. Rowland

SW 810 Seminar in Administration: Financial Management (Spring: 3)

Prerequisite: SW 800

Elective

An examination of theory and practice of financial management of human services in private, not-for-profit, and public organizations. The course emphasizes skill development in the accounting essentials for administrators, budgeting, spread sheets, time analysis and service statistics development, grant seeking, contracting, and the political aspects of financial management.

John G. McNutt

SW 813 Comparative Policy Analysis with Field Experience (Fall/Spring: 3)

Prerequisite: SW 701

Elective for both Master's and Doctoral level

This seminar provides an introduction to Social Policy Planning in socialist systems through a comparison of market and non-market approaches to the development and the delivery of human services. A 15-day field work experience (in Cuba, Greece, or China) is part of the course. The course compares the ways in which capitalist and socialist approaches promote socioeconomic development for the well-being and protection of the population from unemployment, income insecurity, illness, discrimination, social injustice, and inequality.

Demetrius Iatridis

SW 814 Policy and Ethical Issues in Contemporary Health Care (Spring: 3)

Prerequisites: SW 701-702

Required for Health and Medical Care Field of Practice option; elective for other students

A seminar engaging students in reflective consideration of the moral problems and practice situations which confront social workers in health care settings. These include social, financial, and research perspectives. In addition to field experience, interviews with health care professionals and careful analysis of the literature provide the base for class discussion and presentations.

Richard H. Rowland

SW 815 The Impact of Psychosocial Issues on Learning (Fall/Spring/Summer: 3)

Prerequisite: SW 700

Cross listed with PY 633/ED 633

Elective

A course examining psychological and social issues that affect learning of children and adolescents in public schools. It focuses on collaboration between social service professionals and educators, with emphasis on prevention strategies.

The Department

SW 816 Supervision and Staff Management (Fall: 3)

Prerequisite: SW 721 and SW 762 or SW 800

Elective

A seminar addressing the organizational context within which supervision/management occurs; personal and organizational factors in leadership and employment motivation; different models and techniques of supervision/management and how these interact; and staff planning/recruitment, development, and evaluation.

Nancy W. Veeder

SW 818 Forensic Issues for Social Workers—Focus: Prisoners (Spring: 3)

Prerequisites: SW 701-702

Required for Forensic Social Work Field of Practice option; elective for other students

A course examining the constitutional, statutory, and court decisions that allow prisoners access to mental health treatment. Issues such as involuntary treatment, mental illness and dangerousness, criminal responsibility, and confidentiality and its limits are addressed. Other areas examined include the institutional classification process, parole requirements, capital punishment and political prisoners.

Samuel Azza

SW 819 SWPS Independent Study (Fall/Spring: 3)

Prerequisites: SW 701-702

Elective

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior as well as national priorities.

The Department

SW 820 Social Work Response to the AIDS Epidemic (Spring: 3)

Prerequisite: SW 721

Required for Health and Medical Care Field of Practice option; elective for others

An advanced course focusing on the following: the unique biopsychosocial issues in HIV-AIDS; service delivery issues facing social work agencies because of the epidemic; and policy issues and their implications for service delivery. These three dimensions are considered in relation to the major populations at risk of HIV infection (which potentially includes everyone). Preventive, educational, coping, and service requirements for an adequate response to the epidemic are the major emphases.

Vincent J. Lynch

SW 821 The Emerging Self Across the Life Span (Fall: 3)

Prerequisite: SW 721

Elective

An advanced course exploring concepts from research on cultural differences, attachment, object relations, self psychology, ego structure, learning theory, and separation/individuation to understand the developing self across the life span. A biopsychosocial perspective shapes the approach to this exploration. The goal of the course is for students to acquire an empathic understanding of the complex of forces that shape the emerging sense of self.

Richard A. Mackey

SW 822 The Impact of Traumatic Victimization on the Developing Child and Adolescent (Fall/Spring: 3)

Prerequisites: SW 722, SW 762

Required for Child Welfare Field of Practice option; elective for others

An advanced seminar addressing psychological, sociological, legal, and ecological aspects of family violence in its varied forms, especially in the sexual, physical, and psychological abuse of children and adolescents, as well as wife battering. Theories of and research on intrafamilial and extrafamilial abuse are discussed. Counter-transference phenomena are identified and alternate forms of treatment are explored.

Linda Sanford

SW 825 Social Work with Groups (Fall: 3)

Prerequisite: SW 700

Fulfills requirement for advanced group content

A course incorporating both micro and macro elements in focusing on social worker analysis of group development, worker member interactions, and interventions in the helping process. Emphasis is placed on understanding and learning new skills and theories that build on and integrate foundation teachings in social welfare policy, human behavior and the social environment, research, and social work practice.

The Department

SW 828 Adult Relationships (Spring: 3)

Prerequisite: SW 721 or permission of the instructor

Elective

A course focusing on the centrality of meaningful relationships to the emergence of a sense of self in adulthood. Developmental as well as contextual factors are viewed as essential to understanding the bio-psycho-social dimensions of the self in adult relationships. Different theoretical perspectives are employed to understand how relationships develop over time. The Mackey/O'Brien method of studying lasting relationships between heterosexual and same sex partners is used to explore an integrated approach to research. As members of small research teams, students have the opportunity to study an aspect of relationships as the semester unfolds.

Richard A. Mackey

SW 830 Social Work and Pastoral Ministry Seminar (Spring: 3)

Prerequisite: SW 700

Cross listed with TH 838

Required for students in Dual M.S.W./M.A., and open to other graduate students as an elective

A course developing interdisciplinary modes of analysis to reflect systematically and critically the role of social workers and pastoral ministers in building a just and caring society, in relationship to foundational values drawn from professional codes of ethics as well as from the traditions of religion and civil society. The course will include topics such as: historical perspectives on religion and social services in the United States; religious communities as change agents in society; the nature of religious and social work identity; the role of religion in a pluralistic and multicultural society; and social work as a vocational call.

Hugo Kamya

SW 833 Social Gerontology (Fall: 3)

Prerequisite: SW 721

Required for Gerontology Field of Practice option; elective for other students

An advanced course on the normal aging process, the developmental tasks of the aged, and theories of aging. The goal is to create a holistic understanding of the aging process by examining the cul-

tural, economic, physical, environmental, social, and psychological influences on old age. Included is the role of the family in providing care to elders.

The Department

SW 834 Managed Care: Behavioral, Socio-Political, and Economic Aspects (Spring: 3)

Prerequisite: SW 721

Elective

A course examining the behavioral, socio-political, and economic aspects of managed health and mental health services. The course specifically addresses the at-risk status of individuals, families, groups, and organizations within the managed care services delivery system. At-risk factors such as existing health status, gender, race, ethnicity, culture, and socioeconomic status produce systemic and wide-spread inequities in the form of lack of access to services, lack of parity for mental health services, inability to obtain adequate health insurance, and inequitably dispensed health services and medications.

Nancy W. Veeder

SW 838 Group Independent Study in Family and Children's Services (Fall/Spring: 3)

Prerequisite: SW 722 or SW 724

Elective for M.S.W. students

An opportunity to engage in an in-depth examination of a topic of special interest to the student(s) in the general area of Family and Children's Services. Emphasis will be on the issues of human behavior and the social environment and/or social work services with and for children and families that are economically deprived. Potential topics include family preservation, family reunification, foster family care, day care, residential treatment, and adoption.

The Department

SW 839 HBSE Independent Study (Fall/Spring: 3)

Prerequisite: SW 722 or SW 724

Elective

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

The Department

SW 848 Women's Issues: Policy and Research (Spring: 3)

Prerequisites: SW 701-702; SW 747-751

Elective

An advanced policy analysis and research course focusing on women in all societies who suffer from lack of access and parity in health, mental health and social services, as well as lack of comparable and equitable incomes. This course advances student knowledge of the policy sciences and research as relative to women in the areas of aging, managed health, and mental health care, welfare, substance abuse, child welfare, and balancing work/family issues. Students will analyze current policies and research, and will develop new policies in each of these selected areas, based on extensive web-based research data.

Nancy W. Veeder

SW 849 Independent Study in Research (Fall/Spring: 3)

Prerequisites: SW 747-751

Elective

An opportunity for students, individually (SW 849) or in groups (SW 850), to engage in specifically focused work in one of

two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University. Independent study proposals must be submitted to the Associate Dean for review by Research Faculty at least one month prior to the beginning of the semester in which the student wishes to pursue the work.

The Department

SW 851 Policy Analysis Research for Social Reform (Spring: 3)

Prerequisites: SW 747-751

Elective

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates, and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

The Department

SW 855 Advanced Clinical Practice with Children and Families: Assessment, Intervention and Evaluation Research (Fall: 3)

Prerequisites: SW 722, SW 747-751, SW 762

Corequisite: SW 933

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on First Year foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively promote successful development and the acquisition of psychosocial competence by children and adolescents. Course topics include early intervention and prevention with children at risk, family conflict and divorce, community violence, and poverty.

The Department

SW 856 Advanced Clinical Practice with Adults: Assessment, Intervention, and Evaluation Research (Fall: 3)

Prerequisites: SW 722, SW 747-751, SW 762

Corequisite: SW 933

Offered Triennially

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. Class discussion draws on students' reading and field experience. Through the use of case studies the course addresses strategies for practice evaluation.

The Department

SW 860 Couples Therapy (Spring: 3)

Prerequisite: SW 762 or permission of instructor

An advanced course examining and analyzing theories, research, and interventions with couples. Therapy approaches using such theories as object relations, cognitive, social learning, and constructivism

are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, a feminist perspective of couples therapy, ethical issues, work with domestic violence, and parent education. Specific methods such as sex therapy and divorce therapy are explored. Tapes of live interviews and role plays enable students to put couples therapy theory and skills into practice.

Karen Kayser

SW 863 Cross-Cultural Social Work Practice (Spring: 3)

Prerequisites: SW 723 and SW 762 or SW 800

A course examining effective intervention with persons of diverse cultural backgrounds. Special attention is given to the need for practitioners to have an approach that supports and enhances the culture and ethnic identity of the client. Using the transactional nature of culture and the dynamics of power as contextual factors shaping people's realities and, consequently, the values and behavioral adaptations they develop, the course focuses on the helping relationship and issues in evaluation and intervention.

Robert Dunigan

SW 864 Group Therapy (Fall/Spring: 3)

Prerequisite: SW 762

Elective

Fulfills requirement for advanced group content

An examination in greater depth of the concepts about social work with groups introduced in foundation courses. Specific applications of these concepts to practice are made.

The Department

SW 865 Family Therapy (Fall/Spring: 3)

Prerequisites: SW 722, SW 762 or permission of instructor

Elective

An advanced clinical elective focusing primarily on in-depth analysis of theories, research, and strategies for change relative to families. Family therapy theories are critically evaluated. Emphases include adaptation of family therapy to diverse cultural contexts, influence of gender on practice, and ethical issues in working with families. Issues of blended families, families coping with chronic illness, work with couples within a family context and families with substance abuse are explored. Integration of research, tapes of live interviews, and role plays enable students to put the most relevant therapy and skills into practice.

The Department

SW 866 Therapeutic Intervention with the Aged (Spring: 3)

Prerequisite: SW 762 or SW 800

Required for Gerontology Field of Practice option; elective for others

Therapeutic interventions with aged persons require the integration of biopsychosocial knowledge in gerontology into direct practice with aged individuals, couples, families, groups, self-help groups, and systems. Skill development and techniques in working with the aged and their environment are the focus of this course, as well as the special problems of elderly widows, minorities, residents in institutions, those with sensory deficits, and those requiring protective services. Methodology includes lectures, readings, case discussions, role playing, and films.

Kathleen McInnis-Dittrich

SW 867 Clinical Social Work Treatment with Children and Adolescents (Fall: 3)

Prerequisites: SW 722, SW 762

Elective

A comparative analysis of different approaches to treatment of children. Attention is given to similarities and differences in work with children and adults, especially in relation to assessment, com-

munication, relationship, and play. Assessment and treatment of children and adolescents with various problems and pathology are included.

Paul Kline

SW 868 Integrative Seminar in Clinical Social Work (Spring: 3)

Prerequisites: SW 762, SW 855, SW 856

Corequisite: SW 934

Required of Clinical Social Work students

A course designed to help students develop and formulate an integrated model for understanding social work practice, policy, ethical, and research dimensions using selected social problem areas. It will build on knowledge, skills, and values acquired in the first year curriculum to assist the students in conceptualizing their approaches to practice and to integrate more fully knowledge of human behavior, social systems, and the clinical social work process. Attention will be paid to issues of cultural difference/diversity and spirituality.

The Department

SW 869 CSW Independent Study (Fall/Spring: 3)

Prerequisite: SW 762

Elective for M.S.W. students

An opportunity for those in the Clinical Social Work concentration to investigate in-depth one aspect of social work practice. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

The Department

SW 870 CSW Group Independent Study (Fall/Spring: 3)

Prerequisite: Permission of Department

The Department

SW 871 Social Work in an Extreme Stressful Environment: The Prison (Fall: 3)

Prerequisites: SW 722, SW 762

Required for Forensic Social Work Field of Practice option; elective for others

A course focusing on the historical development of institutional custody of the public offender and the treatment of prisoners exhibiting a wide range of emotional disorders. Complicating factors, such as substance abuse, paranoia, and danger to self and others, are addressed. Psychopharmacological treatment and case management are also examined.

Samuel Azza

SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)

Prerequisite: SW 762

Required for Health and Medical Care Field of Practice option; elective for other students

An examination of psychological and social stress on individuals and families who are confronted with a physical illness, trauma, or handicap. Themes include the common psychological reactions of people to medical treatment; the effect on social functioning or rehabilitative and habilitative processes, and of the health care system itself; the medical team's respective roles and value orientation, and their impact on the patient and his/her family; and issues of loss and death. Special attention is given to health care settings vis-à-vis those of traditional agencies, and to methods appropriate to interdisciplinary practice.

The Department

SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring: 3)

Prerequisite: SW 721 and SW 762

Elective

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans; victims of abusive violence, traumatic loss, disasters; people with AIDS; and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

Carol J. Jensen

SW 876 Time-Effective Therapy: Possibility-Oriented Brief Treatment (Fall/Spring: 3)

Prerequisite: SW 762

Elective

An advanced clinical course focusing on time-effective assessment and treatment of clients: individuals, families, and groups. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation interview as key to the process, which involves building rapport, reframing presentations, identifying a goal, and agreeing on a contract. The course examines pivotal elements in the design of treatment strategies, especially task setting; explores various time-effective models (e.g., intermittent therapy); provides experiential exercises; and links concepts and skills to home-based services.

The Department

SW 878 Adolescent Mental Health Treatment (Spring: 3)

Prerequisite: SW 762

Elective

A course designed to provide a core body of knowledge about the developmental and psychosocial dynamics of adolescence, problems experienced by adolescents, and significant issues related to the treatment of troubled, disadvantaged youth. Emphasis is on enhancing students' ability to evaluate adolescents and their families in relation to developmental needs, family dynamics, and social factors impacting on a given issue; and on designing interventions based on psychodynamic, cognitive, and behavioral approaches.

Paul M. Kline

SW 879 Social Work Practice with Women (Spring: 3)

Prerequisite: SW 700

Elective

A course examining psychological and sociological approaches to the study of women and the application of these theories to social work practice. Because women often do not fit the existing models of human growth and development, the course focuses on models that have been based on and developed for women, and critically analyzes the related empirical research. Special practice issues covered include women and mental health, domestic violence, the feminization of poverty, women of color, and women with chronic or life threatening illnesses.

Karen Kayser

SW 880 Social Work Practice in Child Welfare (Fall: 3)

Prerequisite: SW 762 or SW 800

Required for Child Welfare Field of Practice option; elective for other students

A course with a dual focus on macro and micro interventions that promote healthy child development and effective parenting. Emphasized are the knowledge and skills practitioners need for decision making in situations of abuse and neglect, keeping families together, and minimizing length of placements and trauma in cases of parent-child separation. Topics include development and attachment issues for children and parents, work in the courts, sexual abuse, adoption, teenage pregnancy, and service to troubled adolescents/families. Attention is given to administering monitoring systems and mobilizing community support networks, both to help individual families and to change and implement policy.

The Department

SW 883 Social Planning in the Community (Fall: 3)

Prerequisite: SW 800

Corequisite: SW 943

Required of COPPA students

An examination of the theory and context of social planning for human services in community settings. The course emphasizes how theories of planning and social change inform planning and explores the planning context including linkages among service systems within communities; policy linkages; social, political, and economic constraints; and the locational aspects of planning human services.

The Department

SW 884 Strategic Planning (Fall: 3)

Prerequisite: SW 762 or SW 800

Elective

An exploration of a method used by organizations to develop in a systematic way long-range objectives and programs of action in order to take advantage of opportunities and to avoid threats. The purpose of the course is to provide a conceptual understanding of planning within an organizational environment and to develop an understanding of strategic planning techniques and methods. Focus is on not-for-profit organizations in general and the human service organizations in particular. Case studies and assignments will be used to reinforce class discussion.

The Department

SW 887 Urban Development Planning (Spring: 3)

Prerequisite: SW 800 or permission of Chairperson

Corequisite: SW 944

Required of COPPA students; elective for others

This seminar addresses COPPA's goal of socioeconomic development interventions in neighborhoods and larger communities. Building on foundation courses and the Boston Day experience (a joint G.S.S.W./Boston Redevelopment Authority project), it focuses on affordable housing linking the physical and social aspects of Boston's neighborhood problems. The course combines socioeconomic and physical aspects of planning with an aim towards increasing the participation and empowerment of neighborhood groups, applying the techniques of city planning in addressing issues such as housing, space and amenities, scarcity, lack of transportation, and environmental intrusions.

Demetrius Iatridis

SW 888 Community Organization and Political Strategy (Spring: 3)

Prerequisite: SW 800 or permission of Chairperson

Elective

An examination of community organization and political strategies for mobilizing support for human services and other inter-

ventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

The Department

SW 897 Planning for Health and Mental Health Services (Fall: 3)

Prerequisite: SW 762 or SW 800

Elective

An analysis of historical perspectives, institutional structures, and service roles as they influence the design, delivery and coordination of health and mental health services. Models of planning these services are explored within the framework of primary, secondary, and tertiary levels of prevention. Key issues for seminar discussion include costs and financing of services, accountability, racism, women's services, health and mental health, and the law, and the role of social work in the health and mental health system.

Harry Shulman

SW 899 COPPA Independent Study (Fall/Spring: 3)

Prerequisite: SW 800

Elective

An opportunity for COPPA students to investigate in-depth one aspect of social work practice with groups or communities. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of COPPA studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

The Department

SW 921 Field Education I (Fall: 3)

Prerequisite: SW 700 and SW 762 or SW 800 (for Summer Block Placement)

Corequisite: SW 700 (academic year)

Required of all students

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment.

The Department

SW 932 Field Education II-CSW (Spring: 3)

Prerequisite: SW 921

Corequisite: SW 762 (academic year)

Required of CSW students

Supervised learning and practice in the provision of individual, family and group interventions with clients in a wide range of clinical settings. Two days per week in second semester.

The Department

SW 933 Field Education III-CSW (Fall: 4)

Prerequisite: SW 932

Corequisite: SW 855 and SW 856

Required of Clinical Social Work students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

The Department

SW 934 Field Education IV-CSW (Spring: 4)

Prerequisite: SW 933

Corequisite: SW 868

Required of Clinical Social Work students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

The Department

SW 939 Field Continuation-CSW (Fall/Spring: 0)

Prerequisite: Department permission

Linda Doucette-Rosa

SW 942 Field Education II-COPPA (Spring: 3)

Prerequisite: SW 921

Corequisite: SW 800 (academic year)

Required of COPPA students

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

The Department

SW 943 Field Education III COPPA (Fall: 4)

Prerequisite: SW 942

Corequisite: SW 883

Required of COPPA students

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

The Department

SW 944 Field Education IV COPPA (Spring: 4)

Prerequisite: SW 943

Corequisite: SW 809 and SW 887

Required of COPPA students

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

The Department

SW 966 Introduction to Research Methods and Statistics (Fall: 3)

Required of all Doctoral students

Prerequisite for SW 967, SW 968

A course emphasizing the role of research in the profession, the logic of research, the stages of the research process, the major strategies for collecting data, and approaches to analyzing data. The research methods covered are common to many of the social and behavioral sciences and human service professions. The course also introduces doctoral students to fundamental concepts and practical aspects of statistical analysis. Students are required to collect, organize, and analyze a small data set and take an SPSS workshop offered by the School.

The Department

SW 967 Statistical Analysis for Social Work Research (Fall: 3)

Prerequisite: SW 966

Required of all Doctoral students

A course covering a wide range of statistics for conducting research in social work and other helping professions. Students develop conceptual and arithmetic skills needed for advanced work

in research design, model development, model fitting, estimation, hypothesis testing, and interpretation of data. The course moves from simple bivariate to multivariate forms of data analysis.

The Department

SW 968 Multivariate Analysis and Statistical Modeling (Spring: 3)

Prerequisite: SW 966 and SW 967

Required of all Doctoral students

A course designed to provide students with skills to perform advanced statistical analysis, building on their basic knowledge of research methods and statistics. The lectures and exercises cover multiple linear regression analysis, multiple logistic regression analysis, confirmatory factor analysis, and structural equation modeling. Multiple linear regression analysis, however, is the major emphasis of the course. Students learn and develop the skills needed to do the following: (1) read, understand, evaluate, and apply the above multivariate statistical methods in social work and the social sciences, and (2) write a research paper using secondary data.

The Department

SW 971 Theories and Research on Human Development (Fall: 3)

Required of all Doctoral students

A seminar with a two-fold goal: to explore how concepts from major developmental theories have shaped the direction of human services, and to engage students in an exploration of the concepts which have an influential effect on their paradigms of practice and their current research interest(s). An integral part of these explorations is to understand how paradigms are adopted within the contexts of different historical, social, and practice realities. Throughout the semester, students formulate a preliminary research design to study an aspect of their practice paradigm.

Thomas O'Hare

SW 972 Theories and Research on Social Relationships (Spring: 3)

Required of all Doctoral students

A seminar focusing on theories, research, and change with couples and families. A major goal is to review and analyze critically contemporary models of marital and family therapy in terms of the empirical basis for the assumptions on which they are based, the adequacy and specificity of the practice procedures, and the research relating to therapeutic outcomes. Emphasis is placed on the adaptation of family therapy to families with diverse ethnic and cultural backgrounds, and on gender influences in family therapy theory and practice.

Karen Kayser

SW 985 Social Policy and Social Welfare: Institutional and Philosophical Contexts (Spring: 3)

Required of all Doctoral students

A course designed to broaden students' understanding of social policy and its philosophical underpinnings by examining theoretical perspectives on the evolution of the welfare state. Building on analysis of that development, the course takes up the question of universal social provision versus targeted need, explores the trends in industrialized countries, and compares those trends with less industrialized countries. Special attention is given to labor force economics and the structure of income inequality. Theories of social stratification and power are examined.

Demetrius S. Iatridis

SW 986 Theoretical and Research Perspectives on Social Change (Summer: 3)

Required of all Doctoral students

This course is designed as a survey of theoretical perspectives of social change and organizational behavior. Economic perspectives on social issues and models of planned change are analyzed and in-

depth understanding of social change is facilitated through case analyses of recent reform efforts in the area of health care and welfare. The leadership role of social workers in social change is discussed and effective models of leadership and dynamic management theories are investigated and evaluated.

Richard H. Rowland

SW 987 Theories and Research on Societal Processes (Fall: 3)

Required of all Doctoral students

This course explores knowledge formulations relevant to ethnicity race, gender, and class as societal processes which impact various levels of social functioning: individual, interactional, family-group, organizational, community, and societal. These theories, concepts and ideas will be analyzed in relation to their empirical base, their potential or limitations for informing accountable practice, and for generating further research.

The Department

SW 990 Doctoral Independent Study (Fall/Spring: 3)

Elective for Doctoral students

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program Chairperson.

The Department

SW 991 Doctoral Teaching Lab (Fall/Spring: 3)

Prerequisite: M.S.W.

Elective for Doctoral students

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program Chairperson.

The Department

SW 993 Doctoral Research Lab (Fall/Spring: 3)

Prerequisite: M.S.W.

Elective for Doctoral students

Opportunity to carry out a research study under the supervision and guidance of a faculty mentor. The study would need to be part of an ongoing research project directed by a faculty member. Specific guidelines available from GSSW Doctoral Program Chairperson.

The Department

SW 995 Dissertation Direction I (Fall/Spring: 3)

Prerequisite: SW 998

Required for all Doctoral students

First of three tutorials in the nine-credit dissertation phase of the program. Specific guidelines available from the Doctoral Chairperson.

The Department

SW 996 Dissertation Direction II (Fall/Spring: 3)

Prerequisite: SW 995

Required of all Doctoral students

Second of three tutorials in the nine-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Chairperson.

The Department

SW 997 Dissertation Direction III (Fall/Spring: 3)

Prerequisite: SW 996

Required of all Doctoral students

Last of three tutorials comprising the nine-credit directed dissertation phase of the program. Specific guidelines available from Doctoral Chairperson.

The Department

SW 998 Qualifying Exam Study (Fall/Spring: 0)

Prerequisite: Completion of core courses.

Required of all Doctoral students

A non-credit reading and research preparation for the Qualifying Examination which must be completed prior to Dissertation Direction and advancement to candidacy. Specific guidelines available from Doctoral Chairperson.

The Department

SW 999 Doctoral Continuation (Fall/Spring: 0)

Prerequisite: SW 997

A continuing registration and advisement period required of any Doctoral student whose dissertation is incomplete at the conclusion of SW 997 Dissertation Direction III. Guidelines available from the Doctoral Chairperson.

The Department

James A. Woods, S.J., College of Advancing Studies

Unparalleled challenges confront the twenty-first century: the exponential growth of information technology, a rapidly changing labor market, alarming patterns of civic disengagement, increased skepticism of major social institutions, and an intensive, global, and highly competitive economy.

Developing leaders who can address these challenges with knowledge, skill, and expertise and a vision of a just society are the goals of the James A. Woods, S.J., College of Advancing Studies.

The Woods, S.J., College of Advancing Studies offers part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

Undergraduate Programs

The James A. Woods, S.J., College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. Students receive personal attention while enjoying access to the many resources of Boston College. The inclusive admission policy of the Woods, S.J., College of Advancing Studies captures and embodies the spirit, the defining character of Boston College, where institutional aspirations are never allowed to overshadow the unique individuality of the learners who make up our local educational community. This presence sparks dynamic and interactive undergraduate learning opportunities.

Bachelor of Arts degree program allows students to begin studying for an undergraduate degree or complete a degree initiated at other institutions.

Professional Studies certificate programs provide a sound understanding of an undergraduate discipline as well as current professional knowledge within that discipline.

Special Student program is available to undergraduates who want to take credit classes without enrolling in a degree program.

Visiting Student program allows registration for credit in day classes without enrolling in a degree program.

Courses are scheduled ordinarily from 6:30 to 9:00 P.M. fall, spring, and summer.

Special Students

Special students are individuals interested in taking evening undergraduate courses for academic credit, but not in applying for a degree. Such students enroll at registration; no previous application is necessary.

Visiting Students

Individuals wishing to attend during the day as special undergraduate students should apply to the Woods, S.J., College of Advancing Studies for Visiting Student status. Each applicant is advised during the academic process. Qualified applicants are admitted to specific courses on an individual basis.

Professional Studies Certificate

The Professional Studies certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal: to qualify for promotion, initiate a career change, or earn an undergraduate degree, professional studies can help achieve that objective. The number of courses required to complete a Professional Studies certificate varies with the area of study, but in every instance courses must be completed at Boston College. Students must receive at least a grade of C for each course credited toward the certificate. Certificate requirements should be completed within two years of initial enrollment; courses are per-

manently retained on the student record. A request to receive a formal certificate must be filed in the Woods, S.J., College of Advancing Studies the semester the certificate requirements are completed.

Professional Studies Certificate may be obtained in Accounting, Communications, Criminal and Social Justice, Finance, Human Resources, Information Technology, Management and Marketing.

Bachelor of Arts Program

The Bachelor of Arts Program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A flexible, broad-based curriculum permits registrants to choose courses and tracks of study reflecting their individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area. It also provides breadth and venturesome possibilities in communications, corporate systems, criminal and social justice, information technology, the humanities, and the social sciences.

While Boston College majors may be completed through the Woods, S.J., College of Advancing Studies by taking classes days, those majors available for completion by taking all evening classes are American Studies, Communications, Information Technology, Corporate Systems, Criminal and Social Justice, Economics, English, History, Political Science, Psychology, Social Science and Sociology.

Schedule

Degree candidates complete a minimum of thirty courses with at least a C- cumulative average.

Transfer students must complete at least half of their course work at Boston College to be eligible for a degree.

For students in the degree program, the maximum course load is three per semester. Authorization for one additional course will be given only if a student has completed these courses, each with a grade of B- or above, in the previous semester. Degree candidates may register for either day or evening classes.

The Core curriculum emphasizes a distinguishing characteristic of liberal education. It is neither too narrowly focused nor too diffuse. Such diversity of subject matter and approach promotes professional success. All bachelor programs require seventeen core courses in humanities, social sciences, mathematics, and sciences.

Humanities develop communication strengths, explore diverse cultures, and introduce the kinds of thinking that relate learning to the moral significance and practical direction of life. The nine course requirement comprises Introductory College Writing, Literary Works, and an English elective; two foreign literature in English translation or two intermediate foreign language courses; Problems in Philosophy and a philosophy elective; and two theology electives.

Social Sciences provide a better understanding of how people develop, think and interact; how they adapt and change the environment. Required are two history courses and three additional courses selected from the following areas: economics, history, political science, psychology, or sociology.

Mathematics and Sciences enhance content knowledge and its impact on individuals, communities, societies, and the global environment. A computer course and two courses in either mathematics or science comprise the three course requirement.

Undergraduate Admission

The James A. Woods, S.J., College of Advancing Studies is a focal point for a dynamic and diverse community of Greater Boston

undergraduate degree seekers. This college—which has inspired aspirations for seventy-five of Boston College's one hundred and forty year history—resonates with the give and take of students, faculty, graduates, friends, parents, donors, and the Boston community.

The admissions process is designed to respond to the strengths and needs of talented applicants from all walks of life. All are unique, yet all share much in common, not the least of which is the desire to continue their education. Advancing Studies students are accepted, not for where they are, but where they want to go and what they might become.

The Woods, S.J., College of Advancing Studies website invites interested individuals to view the catalogue and obtain an application at <http://www.bc.edu/advancingstudies>. Degree applicants complete an application and submit an official copy of their high school record or equivalent documentation. While secondary school graduation or an equivalency certificate is required, entrance requirements are flexible. The applicant's motivation, interest, and present seriousness of purpose are criteria for admission. No entrance examinations are required. On the basis of official college transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston College and in which the applicant has received a grade of at least a C are considered.

Interested applicants may participate in CLEP the College Level Examination Program which evaluates non-traditional college learning such as self-directed study and job related experiences. On the basis of CLEP scores (500/50 or above) applicants may be awarded college credits.

When an applicant's file is complete, a personal interview is scheduled. Assistance in the selection of courses is provided and recommendations made based on the applicant's interests and career goals.

Graduate Degree Program

The Master of Science program in Administrative Studies is designed for individuals seeking professional advancement, personal growth, and a competitive advantage. A comprehensive, versatile format invites talented students of varied backgrounds and ambitions to develop a deeper understanding of contemporary society, to consider social transformations and economic competitiveness, to appreciate the ethical dimension of decision making, and to explore ideas and issues from a national and global perspective.

The Administrative Studies curriculum balances theory and practice that offers an alternative to the usually specialized graduate programs and preparing individuals to meet the challenge of a competitive market place in a variety of organizational settings. An interactive climate utilizing case studies, simulations, technology, and a varied course format broadens perspectives, explores relationships among functional areas, and encourages innovative problem-solving and integrated decision making. This applied professional dimension characterizes the program design and differentiates it in goal and scope from graduate programs in the Humanities, Finance, Management, Education and Social Work. These differences in intent do not allow courses being transferred between the Administrative Studies program and other Boston College graduate programs.

Degree candidates complete with a grade of B or better a minimum of ten courses that explore fundamental issues, develop new perspectives, and examine emerging directions. At least eight of the courses must be taken within the Boston College Administrative Studies program. Research: Methods and Data (AD 700), Strategic

Communication (AD 701), and Mobilizing Information for Change (AD 702) are the required cluster unifying all courses. Up to two courses of comparable graduate work may qualify for transfer credit.

Courses are scheduled from 6:45 to 8:30 P.M. during the fall, spring, and summer semesters.

Graduate Admission

The Administrative Studies program is open to graduates of fully accredited colleges regardless of undergraduate major. The program shifts attention from specialized fields of vision toward broader, more comprehensive interests. A minimum B average in an undergraduate major is ordinarily required for admission. Documentation of proficiency in two areas is also required for acceptance: (1) familiarity with computer software packages and applications including spreadsheets, word processing, data management, graphics, and Internet, and (2) knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course. Favorable consideration is given to postgraduate experience such as demonstrated success in professional or community organizations. Recent accomplishments and a determination to succeed are important criteria. The Graduate Record Examination is not required.

Course Offerings

- AD 700 Research: Methods and Data
- AD 701 Strategic Communication
- AD 702 Mobilizing Information for Change
- AD 703 New Markets: Politics of Progress
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication in a Global Work Environment
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Environments: Internet and Beyond
- AD 710 Organization Development
- AD 711 Complexities of Ethical Action
- AD 712 Critical Analysis: Developing the Framework
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional Presentations
- AD 716 Designing Contexts for Success
- AD 717 Mastering Communication
- AD 718 Effective Listening: Techniques and Applications
- AD 719 Maximizing Intellectual Capital
- AD 720 Managing for IT-Based Business Functions
- AD 721 Forces of Influence: Brokering Partnerships
- AD 722 High Performance: New Market Leaders
- AD 723 Competitive Climates: A Leading Edge
- AD 724 Consultation: Theory and Practice
- AD 725 American Idealism in a Global Economy
- AD 726 Optimizing Decision Theory
- AD 727 Career Strategies for Success
- AD 728 Public Relations
- AD 729 Labor Relations and Human Resources
- AD 730 Team Building and Leadership
- AD 731 Overcoming Gender Barriers in the Workplace
- AD 732 Information Systems: Team-Based Computing
- AD 735 Developing Dynamic and Productive Organizations
- AD 736 Accounting Information and Statement Analysis
- AD 737 Issues in the Global Marketplace: Progress and Protection
- AD 739 Accounting: Government and Non-Profits
- AD 740 Behavioral Economics: Emerging Perspective

- AD 741 Imaging: Brands, Personality, and Persuasive Communication
- AD 775 American Corporation and American Dream
- AD 777 Marketing Issues in the Millennium
- AD 778 Emerging Environment Issues
- AD 779 Nutrition: Analysis and Application
- AD 780 Forecasting: Predictors and Influences

Information and Office Location

The James A. Woods, S.J., College of Advancing Studies has willing and experienced individuals eager to help students arrange a realistic schedule, one that combines full-time work responsibilities with educational goals. For a catalog, contact the James A. Woods , S.J., College of Advancing Studies Office, McGuinn 100, Boston College, Chestnut Hill, Massachusetts 02467. Visit our website at <http://www.bc.edu/advancingstudies>.

Summer Session

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in Core and elective courses or in special programs of current value and relevance not offered by Boston College at any other time of the year.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual need.

Boston College undergraduates who, because of withdrawal, failure, or underload, lack the number of courses required for their status may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registration. Individuals may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments, making their arrangements directly with the Summer Housing Office. Others find it more convenient to commute. Cafeteria service is available. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about courses and special programs request a Summer Session catalog published in March. Visit our website at <http://www.bc.edu/schools/summer/>.

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Academic Calendar 2003-2004

FALL SEMESTER 2003

August 15	Friday	Last date for all students who plan to graduate in August 2003 to confirm on-line
August 25	Monday	Classes begin for second and third year law students
August 26	Tuesday	Classes begin for first year law students
September 1	Monday	Labor Day—No classes
September 2	Tuesday	Classes begin
September 8	Monday	Drop/add period ends
September 26 to September 28	Friday to Sunday	Parents' Weekend
October 13	Monday	Columbus Day—No classes
November 3	Monday	Academic Advising period begins
November 13	Thursday	Graduate registration period for spring 2004 begins
November 14	Friday	Undergraduate registration period for spring 2004 begins
November 26 to November 28	Wednesday to Friday	Thanksgiving Holidays
December 1	Monday	Last date for official withdrawal from a course or from the University
December 3	Wednesday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for December graduation
December 10 to December 11	Wednesday to Thursday	Study days—No classes for undergraduate day students only
December 12 to December 19	Friday to Friday	Term Examinations

SPRING SEMESTER 2004

January 5	Monday	Classes begin for all law students
January 19	Monday	Martin Luther King, Jr. Day—No classes
January 20	Tuesday	Classes begin
January 26	Monday	Drop/add period ends
January 26	Monday	Last date for all students who plan to graduate in May 2004 to confirm on-line
March 1 to March 5	Monday to Friday	Spring Vacation
March 24	Wednesday	Academic Advising period begins
April 2	Friday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2004 graduation
April 5	Monday	Graduate registration period for fall and summer 2004 begins
April 6	Tuesday	Undergraduate registration period for fall 2004 begins
April 8 to April 12	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter Monday (except classes beginning at 4:00 P.M. and later)
April 19	Monday	Patriot's Day—No classes
April 27	Tuesday	Last date for official withdrawal from a course or from the University
May 7 to May 10	Friday to Monday	Study day—No classes for undergraduate day students only
May 11 to May 18	Tuesday to Tuesday	Term Examinations
May 24	Monday	Commencement
May 28	Friday	Law School Commencement

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Accounting Gregory Trompeter, ChairpersonFulton 528A	English Paul Lewis, Chairperson.....Carney 450
Admission Undergraduate: John L. Mahoney, Jr., DirectorDevlin 208 Graduate: Department ChairpersonsMcGuinn 221	Finance Alan Marcus, ChairpersonFulton 334
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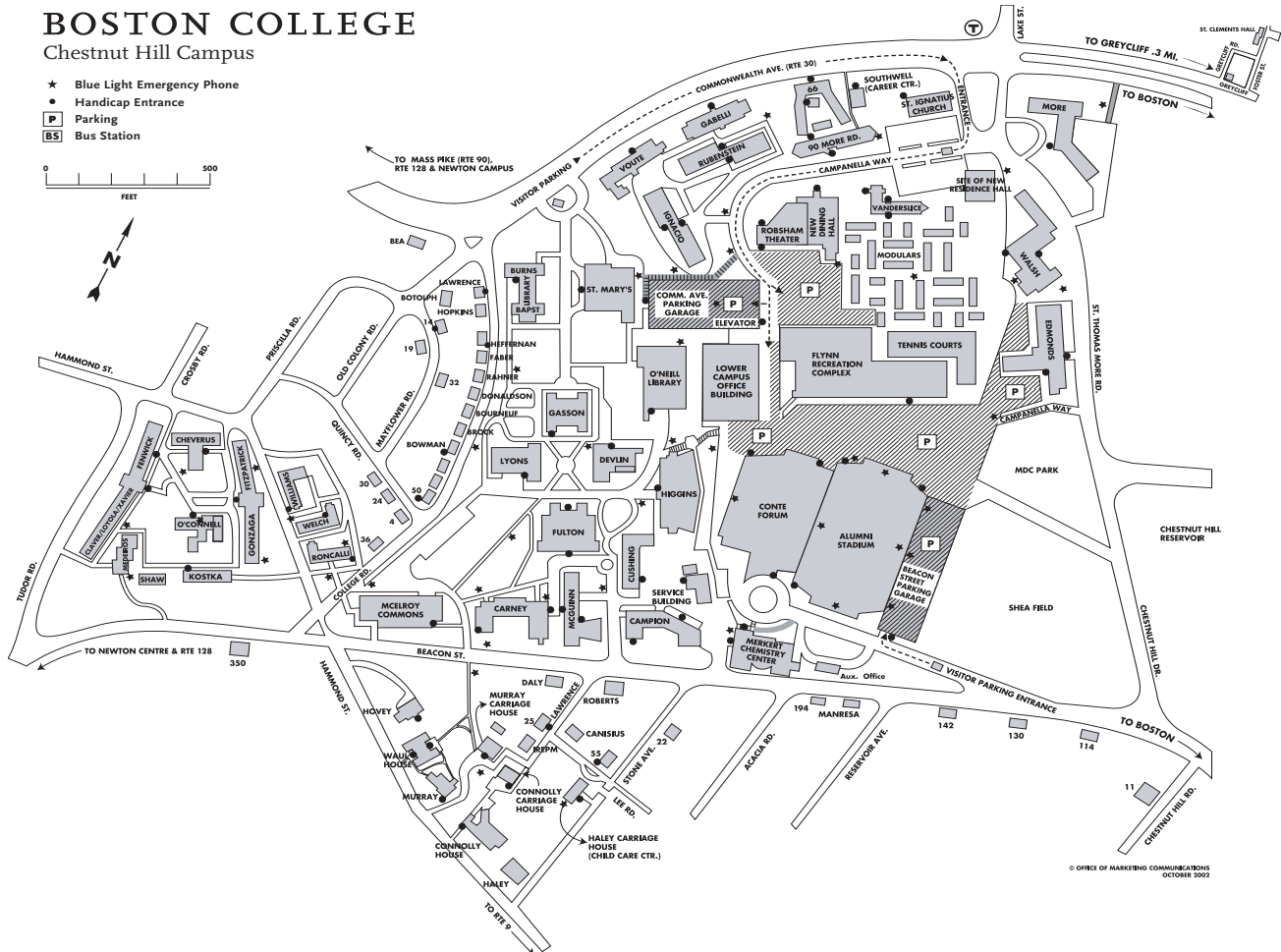
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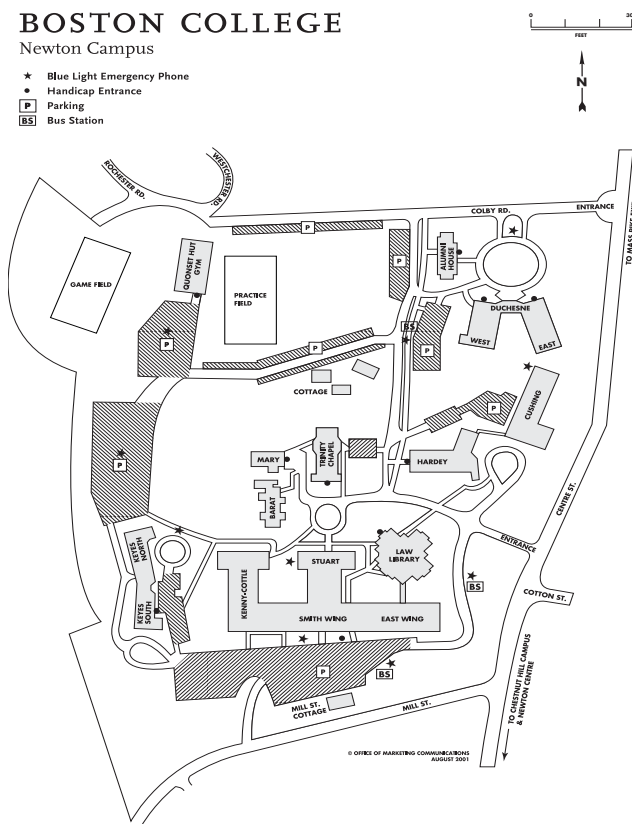
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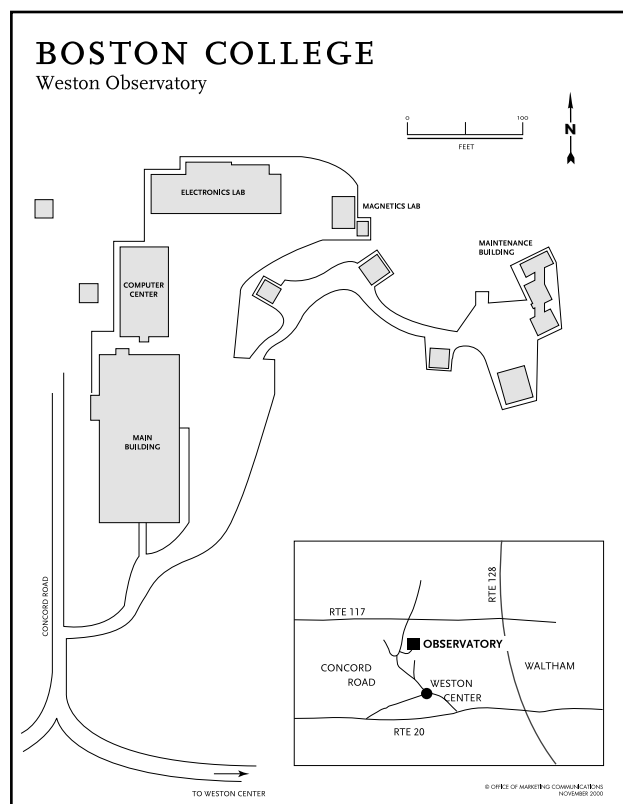
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- Handicap Entrance
- P Parking
- BS Bus Station



BOSTON COLLEGE

Weston Observatory



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